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CURRICULUM JOURNAL

Vol. 7 : No. 2

February 1936

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SOCIETY FOR CURRICULUM STUDY

Office of the Chairman of the Executive Committee
Western Reserve University
Cleveland, Ohio

SOCIETY FOR CURRICULUM STUDY

A professional organization including the following workers: curriculum directors in county, city, and state school systems; other administrative and supervisory officers who are primarily interested in curriculum; classroom teachers who are working on special curriculum problems; research workers and authors of curriculum studies; college and university instructors; curriculum workers in non-school organizations; and others who are especially interested in this professional field. Membership upon application to the Executive Chairman. Annual dues \$2.00 per year, including the Curriculum Journal.

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of Education

Paul R. Hanna
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Emil Lange
Long Beach Schools

CURRICULUM JOURNAL

Published about eight times a year by the Society for Curriculum Study

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REPORT OF THE CHAIRMAN OF THE EXECUTIVE COMMITTEE FOR 1935

Introductory Note: While this report is intended for the Executive Committee, the Chairman will be glad to communicate the reactions of individual members to the Executive Committee.

The terms of Emil Lange and Henry Harap, members of the Executive Committee, expire on the first of March 1936. On the basis of ballots returned from the members and with due regard to geographical distribution as well as proper representation of field workers and college workers, the Executive Committee will elect two new members.

A Committee consisting of Paul Hanna, H. B. Bruner, and C. L. Cushman will submit a draft of the Constitution which should be acted upon in order to establish a permanent basic governmental structure of the Society.

The annual meeting this year is under the direction of Keith Tyler who has arranged an excellent program. The session devoted to state curriculum problems was planned by Fred C. Ayer. For the first time, the Society will hold a joint session with the American Educational Research Association.

Membership. Due to the efforts of the Membership Committee under R. D. Russell, and to favorable notices published in educational journals, the membership of the Society increased from 230 to 401. The membership to date represents 42 states, 2 territories, and two Canadian provinces. In accordance with action taken at the last meeting of the Executive Committee, the Society has been expanded to include many field workers who are working intimately with curricular problems.

Members on February 11, 1935.....	230
Reinstated.....	5
New members.....	<u>193</u>
Total.....	428
Resignations and memberships discontinued.....	<u>27</u>
Members on January 30, 1936.....	401

Publications. During the current year the Society published eight issues of the Curriculum Journal; the first four issues of Building America, and the Report of the Committee on Secondary Education through the Appleton-Century Company.

The Curriculum Journal has improved in appearance and increased in volume. The aggregate number of pages increased from 254 in 1934 to 305 in

1935. New departments have been added and old features have been expanded. This growth is due to the cooperation of the associate editor, Samuel Everett, and to Kenneth L. Heaton, who was in charge of the section devoted to state curriculum problems. The present schedule of eight issues including the usual features should be continued. The policy of continuing the present mimeograph form should be considered by the Executive Committee. If a printed journal is desired, it is not too early to begin the investigation of costs, probable general demand for a printed journal, and the ability of the Society to finance such a publication. It is doubtful whether we could begin to print without a subsidy or a reserve fund. The Executive Committee should determine the editorial organization of the Curriculum Journal and select the staff for the current year.

Since the last meeting of the Executive Committee the publication of Building America has been launched with the assistance of the General Education Board, the Lincoln School and the Works Progress Administration, to which organizations the Society is deeply grateful. It is essential that the Executive Committee review fully the policy, organization, and financing of this publication. It is a satisfaction to be able to report that Building America has been universally received with favor. The present arrangement of distributing Building America gratis to members should be continued long enough to fulfill the agreement under which some members joined the Society. Thereafter members should be given a special rate to be fixed by the Executive Committee.

It is a pleasure to report that the most recent statement from the Appleton-Century Company shows that A CHALLENGE TO SECONDARY EDUCATION, prepared by the Committee on Secondary Education under Samuel Everett, is in its second printing and has thus far had a sale of over 3,000 copies.

Proposed Projects. The Chairman would recommend the appointment of a committee for the purpose of compiling a highly selected annotated list of courses of study which can be purchased for one hundred dollars. Such a list would be valuable to many agencies of limited financial means which would like to make these materials available to students and teachers. Is the Society giving adequate attention to the encouragement of curriculum research? This question should be considered by the Executive Committee or by a committee especially appointed for this purpose. If it is found that the Society has neglected this phase of activity, appropriate remedies should be recommended.

There is a tendency to establish curriculum laboratories in teacher training institutions and in school systems. It might be of value to these institutions to have a manual describing the management, equipment, printed materials, and activities of the several well-stocked curriculum laboratories that have had some years of experience.

For further projects to be undertaken now and in the future the members are referred to the January, 1935 issue of the Curriculum Journal, pages 14-15 which discuss the outstanding tendencies in our field as revealed by the reports of the activities of the curriculum workers who make up the Society. These include functional courses, socialization of arithmetic, curriculum study programs, social and community background of curriculum making, and revision of teacher training curricula. Individual members have proposed the following projects:

Edgar Dale: An annual catalogue of pictorial materials.
Samuel Everett: A study of the relation of the school to the community.

Financial Statement. The financial report is given below. It will be observed that for the first time in three years the Society has a cash balance. This is due to an increase in membership and to the small income on royalties. The disbursements include the liquidation of last year's deficit of \$152.61. Henceforth, the Society should not only live within its means but it should also build a small reserve fund for permanent projects. On the basis of an estimate on income and probable need for services, I am asking the Executive Committee to set aside five hundred dollars for secretarial services, in order to guarantee a minimum to the person employed.

<u>Receipts</u>	<u>1934</u>	<u>1935</u>
Cash in Bank February 1, 1935.....		\$ 14.44
Received for dues.....	\$338.40	806.29
Received for subscriptions.....	19.00	70.00
Received from sale of single copies of CURRICULUM JOURNAL.....	34.58	85.56
Royalty from The Appleton-Century Company on THE CHALLENGE TO SECONDARY EDUCATION, as of July 1, 1935.....		77.70
Interest.....	1.68	4.65
Fee for check (Building America)...		.10
Total.....	\$393.66	\$1,058.74

Expenditures

Letterheads and Envelopes.....	(\$ 39.30	\$ 25.79
Clasp envelopes.....		71.46
Rubber stamp.....		1.35
Staples.....	4.80	1.55
Lettering Guide and Stylus.....		5.10
Telegrams.....		2.58
Express.....	1.06	
Secretarial services for year.....	135.63	262.26
Mimeograph materials including CURRICULUM JOURNALS.....	160.40	205.92
Postage.....	134.00	162.10
Fee for signatures to Articles of Incorporation.....		.70
Miscellaneous.....		1.71
	475.19	
Deficit February 1, 1935.....	\$ 81.53	
Deficit preceding years.....	71.08	
Total deficit February 1, 1936.....	152.61	
Total.....		893.13
Balance on hand February 1, 1936		\$ 165.61

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Henry Harap

AN EXPERIMENT IN BUILDING A FUNCTIONAL CURRICULUM

By H. H. Ryan
University of Wisconsin

It is fair to say that secondary education has generally conceived its job to be that of improving the general mental power of its constituency. It is true that into the solid masonry of that purpose there have been driven from time to time small interloper wedges. We do concede, for example, that the human physique should be given some attention in the curriculum; and again, we have talked a great deal about socializing the pupil. But as a general thing our plan has been to give the pupil whatever edge we can in his battles with life by pumping his general mental tone to as high a pressure as possible. To this end we have placed before him systematic arrangements of the knowledge which the race has been able to gather and have given him as much mental exercise as we have been able to get him to take.

Most people have been dissatisfied with the results of this procedure. The employer, the Big Tax Payer, Vox Populi, the Professor of Education, the parent, the teacher, and the pupil himself have taken turns in weighing the proceeds against the investment and making disgruntled comments thereon. The whole affair seems inferior, for example, to a county election in that nobody at all seems to be satisfied.

For the shortcomings of such a program there are of course many explanations, the majority of which would do to explain the imperfections of almost any human enterprise. But in the Middle West there is a growing suspicion but there is one major difficulty, one major instance of misdirection, to which a great deal of our disappointment is to be charged. And that is the fact that we are not in secondary education really aiming directly at what we want to accomplish. After all, what can we expect if we insist on proceeding by indirection?

The curriculum as we now know it has positive values which must not be lost in any revision which we undertake. It may even be true that many of the subjects which make up this curriculum produce certain types of intellectual development more effectively for some pupils than any which might be constructed upon a different principle. For these purposes and for some pupils the "subjects" with which we are familiar are entitled to our respect until there is a body of experimental evidence to discredit them. Wisconsin High School has therefore provided in its experimental curriculum that these subjects shall have place as electives. The pupil carries one or two or even three of these subjects in addition to the core of constants which make up these new sections.

On the average, about half of the pupil's time is spent upon the new part of the curriculum, which is made up of four constants. These constants are: Education for Health (two or three hours per week); Education for Community Living (one, two or three hours per week); Education for the use of Leisure (one to five hours per week); and Education for Vocation (one hour per week). These constants are continued through the three years of the experimental curriculum, that is, grades 10, 11, and 12.

The guiding principle for each of these constants is that it shall be faithful first of all to the purpose which its title describes. Other considerations of curriculum making, and especially those which might interfere with such a purpose, are definitely pushed into the background. For example, no effort is made to see that all of the fields of knowledge are definitely represented in the body of instructional materials. There is no attempt to make the constants hard or disagreeable for disciplinary purposes. No attempt is made to include literary or historical allusions simply because other persons may in the routine of their education become acquainted with these things and afterward refer to them in polite conversation.

It is obvious that much of the materials for the Health constant comes from the various science fields. Excursions are also made into physical education, home economics, psychiatry, elementary medicine, and so on. The course is based upon a list of important health problems made up from reports of systematic research on questions of individual and community health. The order in which these units come is less important than that they shall all be included. On any day the unit of health being studied may have arisen from some local condition throwing into relief some particular health question.

The Community Living constant takes most of its materials from the social science field. Newspapers, magazines and high school news weeklies furnish much of the information on which the discussions are based. History is explored freely wherever it improves the understanding of the current topics.

In the Vocations constant a study is made of the prominent colleges of the country and their several special virtues. Certain kinds of vocation are studied, especially the professions and the industries. Visits to industrial plants and conferences with men in professions and industries are used to bring about as close a contact as possible with occupational life. Special problems of college life and work are handled here. There are short units in elementary statistics, graphic methods of portraying facts, lecture note taking, outline making, and so on.

The Leisure constant is less systematically organized than the other three. The pupils are made conscious of the importance of leisure time and the importance of using it wisely. An effort is made to make vivid the possibilities for enjoyment which lie in literature, dramatics, music, art, travel, nature study, sport, handicraft, and so on.

The reader will suspect what is certainly true, that is, no teacher can handle any one of these constants alone. For each constant one teacher is responsible. It is his business to invite other members of the faculty, parents, and persons not connected with the school, to make contributions as needed. The final organization of high school curriculum on such a basis as this will have to wait for teachers who are prepared to teach Health, for example, rather than prepared to teach Chemistry. Such a preparation would apparently be no more difficult but it would certainly be different.

A FIELD COURSE IN CURRICULUM TRENDS

By J. B. Edmonson, Dean,
School of Education, University of Michigan

During the academic year 1934-35 the School of Education of the University of Michigan tried as an experiment the offering of a field course in Education. This course was organized by a committee of the staff and offered through the Extension Division in selected centers of the State. The success of the experiment was so gratifying that it was decided to offer a similar course during the current year.

The scope of the field course for 1935-36 is suggested by the title, "State and National Trends in Education, with Special Reference to the Curriculum of Elementary and Secondary Schools." The importance of such a course is recognized when one recalls that the critical examination of the curriculum is being urged by influential committees of state and national organizations.

Arrangements have been made for sections of the course in sixteen strategically located cities--five in the Upper Peninsula of Michigan and eleven in the Lower Peninsula. The course has been elected by approximately four hundred administrative and supervisory officials, most of whom have completed a fair amount of graduate study.

The major objectives of the field course are to afford an opportunity for the critical appraisal of significant issues relating to the curriculum, to present accounts in innovating practices in schools, and to assist in the introduction of desirable changes in the curriculums of cooperating schools. The course consists of two units, as follows:

Unit One. The implications of selected issues, proposals, and recommendations pertaining to the curriculum as formulated by state, regional, and national committees of lay and professional groups.

Unit Two. Significant innovating practices in curriculum fields as found in selected schools.

The content of the course is presented in two monographs, one for each of the two units. These monographs have been prepared by committees of the staff of our School of Education.

In the monograph for Unit One there is brought together a series of recommendations and proposals relating to changing social, economic, and educational conditions with special reference to curriculum problems. Part One of the monograph is devoted to educational issues arising out of recent social and economic trends. Part Two contains material relating to proposals for curriculum revision as formulated by influential committees. The material for the monograph has been taken from significant reports of state, regional, and national bodies. A series of specific proposals for field studies has also been included. A bibliography of a few selected recent publications has been included. The chief purpose of the monograph is to acquaint teachers and school officials with certain trends of thought and to aid in the application of proposals to the improvement of practice in the schools.

The second monograph is entitled "Innovating Practices in the Curriculum." Time, money, and effort could be saved if schools were able to profit more generally by the experiences of others and to build upon their successes. In this monograph there are presented a series of accounts of innovating practices in selected schools. Some of these relate to the elementary school and others to the secondary school.

The major purpose of Unit Two will be to stimulate interest in the significance of innovating practices and to develop an experimental attitude toward new educational problems. A short list of sources of additional information on innovating practices is provided in this monograph.

In planning the field course an effort has been made to present the most valuable and significant materials in the shortest period of time. In contrast with many college courses, the instructors try to conserve the time of students by using these monographs containing digests of studies and investigations, as well as specific suggestions relative to the practical problems. Other time-saving procedures are also used. A term report representing an intensive study of some phase of one of the parts of the course will be required in lieu of the final examination. This plan is followed so as to encourage practical studies in a large number of schools in the hope that the findings presented in the course will be carried over into classroom practice.

It is, of course, quite impossible to cover the whole field of the curriculum in the limited amount of time allotted for the field course. It is hoped, however, that this course will serve as the ground work for a considerable amount of constructive work within large numbers of school systems during the immediate future.

On the basis of the testimony of those who participated in last year's first field course the following values may be anticipated for the course offered this year:

1. The course conserves the time and effort of those who desire to keep abreast of the more recent trends and developments in education.
2. The course provides for a closer tie-up between educational theory and practice than is possible in the typical course on a college campus.
3. The course creates an opportunity to profit by the experiences of others who are faced with similar problems, and tends to promote cooperative planning.
4. The course stimulates a genuine desire to grow professionally by working on the problems within one's own school.
5. The course promotes a desirable quality of neighborliness and friendliness among the school people of a given area of the state, and tends to promote a fine professional zeal.

It is believed this field course will enable administrators, supervisors, and teachers to be of greater aid to their associates who need more help than formerly because their teaching loads are heavier and their instructional problems are more complicated. It is also believed that this course will prepare school officials and teachers to meet more adequately the demands of lay groups, especially those groups that are now studying educational problems through child study groups, parent-teacher associations, and similar organizations.

MEMBERS' ACTIVITIES (Continued)

In this issue we include the reports from individual members which were received too late for inclusion in the January issue.

ALVES, H. F., Senior Specialist in State School Administration, U. S. Office of Education, Washington, D. C. Until October 1, 1935, I was active as a member, representing the State Board of Education, of the Executive Committee of the Texas Curriculum Revision Program, of which Dr. Fred C. Ayer, University of Texas, is Curriculum Consultant. For five years I was identified with the Texas State Department of Education as Director of Research and Accounting.

COURTIS, S. A., University of Michigan, Ann Arbor, Mich. My most important curriculum activities have been in connection with the development of techniques for analyzing achievement in measurements or the development of skill into factors. The differential test plus maturation units yields a new picture of the effect of teaching, one which profoundly modifies concepts of both method and curriculum.

DECH, ALAN O., 1717 Forster Street, Harrisburg, Penna. Assistant director of W.P.A. Education Division for Pennsylvania - in charge of statistics and research.

ENGLISH, MILDRED, Georgia State College for Women, Milledgeville, Georgia. Editing and publishing "Adventures in the Field of Elementary Science," Yearbook, Raleigh (N.C.) Elementary Education Council. Editing for publication material on "Creative Expression," Yearbook, Raleigh (N.C.) Elementary Education Council (to be published in the spring). On Sept. 1st, transferred to Georgia State College for Women, Milledgeville, as Superintendent of Training School - one of major problems developing integrated curriculum on secondary level. Helping with curriculum problems in secondary field, in two centers - 50 miles distant. Secretary of State Curriculum Committee on Scope for Georgia.

HOPKINS, L. THOMAS, Lincoln School of Teachers College, New York City. I have edited two new Lincoln School publications, and have worked particularly on the reorganization of the curriculum of Lincoln secondary school. I have continued as curriculum consultant to the school systems of Pasadena, California, and Wilmington, Delaware, and have conducted a survey of the secondary school curriculum in Rutherford, N. J. I am also acting as chairman of the Society's Committee on Integration.

LOCKWOOD, CHARLES M., Superintendent, Olympia Public School, Columbia, S. C. A careful study of community organizations and natural environment enabled us to outline areas through which we hope to extend from grade to grade the pupils' social understanding and meanings of nature's work through first six grades in a regular way. Units of work to fit these areas have been planned and satisfactorily carried through the first four grades.

MEISTRIK, EMMA, State Department of Education, Pierre, So. Dak. My work is now largely directed to the promotion of the Young Citizens League in South Dakota and the editorship of the national "Young Citizen". This magazine is devoted to creative work in the elementary school and aims to be for children and by children, principally by.

MORRIS, J. V. L., Northwestern State Teachers College, Alva, Oklahoma. Have prepared a mimeographed nine-page "Student's Guide" to use with Caswell and Campbell's Curriculum Development in my classes in Curriculum. Have also this year prepared similar material for teaching Tests and Measurements and likewise Philosophy of Education.

RUIDL, P. F., Superintendent, Ketchikan Public Schools, Ketchikan, Alaska. No activity except accumulation of courses of study in mathematics with the view of modifying and rebuilding our course in this subject.

SWENSON, L. O., State High School Supervisor, Olympia, Wash. Some of the recent publications the preparation of which has been under my chairmanship and direction: Health and Physical Education (Boys and Girls) High School Program (1935); Reorganization of H. S. Mathematics (1935); The Administration of the H. S. Curriculum, Bulletin #3 (1935); Planning a Program of H. S. Guidance (1935) - Bulletin #I : The New Secondary School, Bulletin II : Organizing the Plan, Bulletin III : The Vital Spark in the Guidance Program.

VAN TILBORG, PAUL W., 4522 Brooklyn Avenue, Seattle, Wash. Construction of Introductory Course of Study in Secondary Education in partial fulfillment of requirements of the Graduate School of the University of Washington for the degree of Doctor of Philosophy. Supervisor of Adult Education, Second WERA District, State of Washington, Seattle.

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NEWS NOTES

Curriculum Revision in California. Superintendent Kersey has appointed state wide committees to study the following important curriculum problems: Revision of Science Curriculum for Elementary Schools; Visual Aids in Education; Teachers' Guide for Seventh and Eighth Grades; Scope and Sequence of Major Learnings in the Curriculum. Each committee is headed by one or more members of the Department staff. Each committee plans to spend from one to two years in the study of its problem and in the formulation of recommendations. It is contemplated that each committee will prepare a bulletin dealing with the subject of its investigation which will be published by the Department.

Horace Mann Progress Report. Under the direction of Rollo G. Reynolds the development of the "Horace Mann Plan for Teaching Children" has been continued. The following activities show the progress which has been made since the last report: Printed materials are as follows: "The Horace Mann School at Work," Teachers College Record, May 1935, "Introducing High School Students to a Study of American Civilization and Culture," January 1935, "Going Places and Seeing Things" - (Description of techniques developed for utilizing the child's environment) Educational Method, March 1935. "Study Skills and Work Habits" - bibliography, lists of tests, etc., by Dr. Cecile White Flemming. Ready for publication articles listed in Teachers College Record, May 1935. Other activities: Development of tentative core of content in science, Elementary School and in the twelfth grade program in "Modern

Problems and Issues in America." Determining grade placement of core content in arithmetic, language arts, and social studies. Development of test of library skills, laboratory procedures to check practice of pupils in study, and records and reports of achievement and social development for admission of graduates of the School to College.

Mary Harden, Horace Mann School, Teachers College, Columbia University, New York.

From Readers Digest, January 1936. BUILDING AMERICA is a new type of illustrated textbook, alive with problems facing the world today, dealing with every important phase of contemporary life. Each issue presents to the student problems to be solved, as a challenge to his constructive thinking. About three-quarters of the page space is devoted to photographs, maps, charts or picture-graphs which, with the reading matter, present an informative account of the problem, its present status and its future possibilities for improving the quality of American life, materially and culturally. The first issue deals with food - its production, processing, and distribution. Food prices and the problems facing consumers and farmers are given thoughtful consideration. This issue is to be followed by texts on Men and Machines, Transportation, Health, Communication, Power, Recreation, and Youth Faces the World.

A Magazine for Children. In January the Young Citizen, a publication for school children formerly limited to the states of Minnesota and North Dakota, became a national magazine. This sixteen page paper is the official organ of the Young Citizens League with branches in every county in Dakota. Several pages are devoted to contributions by children. Emma Meistrik, Director of Elementary Curriculum in South Dakota is the editor.

Curriculum Activities in Fresno. The Fresno City Schools are at present engaged in the study of articulation problems throughout the twelve grades, the development of a philosophy of education for the city school system and the production of elementary courses of study in social studies, science, health, safety, and physical education. Mr. I. O. Addicott, formerly a principal, has recently been appointed Director of Curriculum for the Fresno City School System. Mr. Paul R. Hanna is the curriculum consultant.

New York City's New High School of Music and Arts. A new high school is to be opened in February, 1936, in New York City, with about 250 students, the number to be doubled within a year. The purpose of the school is "to encourage the artist in the student, to develop his talent for its cultural value and for its contribution to the richness of his personality". The school is in no sense vocational. It does not offer specialized training leading directly to employment after graduation. In addition to the specialized offerings in music and the arts students will take academic courses which will prepare for college and advanced work in the arts. The school is especially intended to meet the needs of gifted children having a major interest in the fine arts.

A Correction. The Port Arthur, Texas, Courses of Study in Social Studies for Kindergarten and Grades I - V, were inadvertently omitted from the annual list of outstanding courses of study published in the December, 1935, issue of the CURRICULUM JOURNAL.

Oklahoma Inaugurates Curriculum Program. The Oklahoma State Board of Education has selected Mr. J. Andrew Holley as a director of the program of curriculum revision, which is to last two years. The state central committee met recently and established policies and procedures to govern this program.

Visual Education in Ohio. Lantern slides, motion-picture films, and film slides are now available on loan to educational institutions of Ohio from the State Department of Education. The slides cover a wide variety of subjects. Included on the film list are such films as the Harvard collection of fine- and applied- arts, the Yale University history films, and the Eastman teaching films. This service is made possible under the provisions of the Lowery Amendment to the Zoul-Carey Act which sets aside a portion of the revenues received through film censorship for the purchase of visual aids. The films are available to Ohio schools only, and are loaned without cost except for transportation and insurance charges.

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REVIEW

Everett, Samuel - Democracy Faces the Future, Columbia University Press, New York, 1938. 299 pages.

Curriculum revision programs grow out of a clearer perception of the distance between current curriculum materials and practices, and the educational needs of the individual and of the social order of which the individual is an important unit. While recognizing the many values that have accompanied our efforts to revise curricula we have become increasingly aware of a striking shortage in the "scissors and paste pot" method as applied in its various forms by agencies all the way from the autocratic executive to the most democratic and well intentioned committee. This shortage is our failure to re-orient education into its social milieu. It is a natural outcome of our concentration upon materials and their organization. Such concentration has usually led to a relatively quick formulation of statements of the objectives of education, of courses, and of subjects. All too frequently a revision has actually resulted in relatively little fundamental improvement either in materials or in the psychological and sociological principles involved.

The distinctive feature of the current movement in curriculum revision is the stress upon the need for every curriculum worker and every person who influences or directs the learning process to acquire a comprehensive understanding of the nature and goals of our social order and to set up educational objectives or aims consistent with this understanding. We work with the hope that subsequent selection and development of curriculum materials and practices based on research and evaluated experience will eventuate in school programs that are sound both socially and psychologically. In a word our effort is to validate (a) the school program in terms of social purpose, and (2) educational practice and achievement in terms of objectives. While recognizing these purposes of curriculum reorganization as major considerations the author of "Democracy Faces the Future" confines his major attention to the former.

In this volume the author first presents the central thesis that education to be effective must be based upon theory evolved from a realistic study of society, and that takes account of our social heritage, our American ideals, and the conditions of present day living. His basic points of view are "First, industrialism is of incalculable benefit to mankind. Second, society is basically changing. Third, control of social change is possible and desirable. Fourth, relatively gradual, constitutional change is best, though exceedingly bad social conditions may justify a sudden overthrow of government. Fifth, a democratic social theory is best for America." (p.11)

In Chapter II the reader is faced with the challenge that educators cannot be neutral in these days of swift change, that it is their responsibility to lead in the development and application of a social theory that is "in accord with cherished American ideals and the conditions of modern industrial life." (p.13)

In Chapters III to VIII we find a descriptive survey of the social facts, trends, and emphases in American life today. In this presentation the author assumes the combined roles of reporter, interpreter, and evaluator.

In Chapters IX to XI the reader is presented with a detailed statement of the meaning and goals of the democratic way of life based upon a consideration of the analyses made in preceding chapters. The following summary statements appearing on pages 191 and 192 indicate both the scope and quality of the author's thinking.

- "1. Intelligent guidance of social change is possible.
2. Ours is a revolutionary period in human history.
3. General social principles in a modern industrial civilization should be built in relation to a society dominated by machinery and technology.
4. Social evils should be dealt with in the light of general principles that have regard for the needs of the changing social situation.
5. The economic welfare of the common people is of primary social concern.
6. A republican form of government dominated by democratic ideals is best for modern America.
7. Beauty is of fundamental importance in the lives of every individual and should grow out of and permeate American life, through the creation of an indigenous art.
8. We must establish a truly social democracy which is marked by the presence of sympathetic understanding and cordiality toward people living in different traditions.
9. Fundamental faiths emotionalized into dynamic drives to action are necessary, else all our beliefs and allegiances will be futile."

(pp. 191-192)

The closing chapter points out definite and particularized implications of a reconstructed social theory for educators and their practices.

The individual professional worker and the curriculum revisionist will find in this volume a most useful instrument. No single page is without

its challenge to his thinking. It is probable that few readers will find themselves in complete accord with all the evaluations, points of view, and conclusions that are expressed. However this may be, one cannot complete a reading of this volume without the feeling that he has participated in a rich educative experience.

In the brief compass of the 213 pages of written material in this book the reader receives the distillation of a critical study of thousands of pages of literature that he should read himself, but cannot because of limitations of time and availability. The author has created an instrument of tremendous value to all who approach the responsibility of contributing to the development of a functional educational program that gives full recognition to the social purposes of education.

Walter R. Hepner, President, San Diego State College, San Diego, California.

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NEW PUBLICATIONS

NEW BOOKS AND PAMPHLETS

Brewton, J. E., Director - Curriculum Materials, Prepared in the Fish University Curriculum Laboratory on Increasing Instructional Materials and Developing the Direct Teaching Program. Summer Quarter 1935. Mimeo-graphed, 168 pp. 75¢.

Foster, J. C. and Headley, N. E. - Education in Kindergarten. American Book Co., 1936. 367 pp.

Materials of Instruction. The Eighth Yearbook of the Department of Supervisors and Directors of Instruction, National Education Association. New York: Bureau of Publications, Teachers College, Columbis University, 1935.

McCloskey, G. E. - An Appraisal of Certain Phases of Economic Instruction in the Secondary Schools of New Jersey. Julius Lewin and Son, 1935. 106 p.

Proctor, William M. - Annotated Bibliography on Adult Education. Assisted by Graduate Students in Adult Education at Stanford University. Nov. 15, 1934. 124 p.

NEW COURSES OF STUDY

American Automobile Association - Sportsmanlike Driving. A Teachers' Outline for a Course in Traffic Safety and Driving for High Schools. High School Series, No. 1. American Automobile Association, Washington, D. C. 1935. 51 p.

Arizona, State - Health Education - Physical Education. Course of Study for Elementary Schools of Arizona. Bulletin No. Nine. 1935.

California, State of - Community Life in the Harbor. Curriculum Units for Elementary Schools, No. 1. Department of Education Bulletin, No.16, August 15, 1935.

Cleveland, Ohio - Physical Education. Grades 1-3, 1935. Grades 4-6, 1935.
Denver, Colorado - Classroom Libraries in English. Grades 10-12, 1935.
- Outline of General Arts. Grades 3-6, 1935.
Des Moines, Iowa - Social Studies. Grade 3, 1935.
Fresno, California - Social Studies, Bulletin No.1, Elementary Grades, 1935.
- French. Junior and Senior High School, 1934.
- Literature. Junior High School, 1935.
Los Angeles, California - Activity Curricula. Elementary Grades, 1935.
Manitowoc, Wisconsin - Our Kindergarten, Described Teaching Units for Kindergarten. 1935.
- The Home. Social Science. Grade I, 1935.
- Our Community. Social Science. Grade II, 1935.
Minneapolis, Minnesota - Social Studies. Primary Grades, 1935.
Oregon, State of - Physical Education, Course of Study. Elementary Schools.
Salem, Oregon. 1935.
- Physical Education for Girls. High Schools. Salem, Ore., 1935.
- Course of Study - Science. High Schools. Including Elementary Science, Botany, Biology, Physics, Chemistry. Salem, Ore. 1935-37.
- Health Education, Elementary Schools. Salem, Ore. 1935-1941.
St. Louis, Missouri - Art Education. Elementary and High Schools, 1935.
Toledo, Ohio - Physical Education. Grades 1-6, 1936.

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TEXTBOOKS OF 1935

Prepared by the Committee on Textbooks:
J. L. Meriam of the University of California at
Los Angeles; C. H. Woodruff of the Long Beach,
California, Public Schools; and M. E. Herriott
of the Los Angeles City Schools, Chairman. The
Committee is indebted to Mrs. Patricia Herriott
for her able and generous assistance.

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Introduction

The previous compilations of textbooks for 1931-1933 and for 1934 have been so well received and widely used that the compilation for 1935 has been made. A few books omitted for one reason or another from the previous lists have been included. Only these few contain the copyright date. All others are of 1935 copyright.

The compilation this year has been limited to elementary and high school texts. The junior college portion of previous lists did not seem to be used enough to justify continuing its preparation.

All publishers approached by the Committee responded generously, most of them sending sample copies. Others responded with carefully annotated lists.

The books received are to be placed in an exhibit for the teachers of Los Angeles and neighboring communities. The exhibit held last year was most interesting and stimulating.

As in the case of the previous lists, only textbooks have been included. However, the distinction between textbooks and other types of books for school use grows increasingly less distinct as publishers respond to the liberalization of the curriculum and of teaching methods. We find it more and more difficult to distinguish between books that should and books that should not be included under the Committee's assignment.

The classification of the texts, the bibliographical data, and the annotations are as accurate, complete, objective, and meaningful as space and the information supplied by the publishers would permit, although pared to the barest minimum. We regret that we cannot give something of the spirit of the books. The fine art of publishing textbooks is advancing rapidly. Beautiful and durable bindings are the rule rather than the exception. Illustrations have become essential and planned parts of most texts, often being made by high-caliber artists and photographers for the particular books illustrated. Learning exercises and other teaching aids are generously supplied, often having been tried and tested in actual classroom situations.

There is a danger, however, that these easily observed features will outstrip the scholarly preparation of the text matter. Organization, method, illustration, and teaching aids are not enough. The multitude of subject-matter details must be accurate and well chosen.

The usefulness of the 1935 list depends in a measure upon the previous lists. The handicap of unlisted earlier publications is being rapidly overcome. The successful older books are being revised in such numbers that within another year or two few of them will remain unlisted. The remaining few will undoubtedly be "classics" of the textbook trade and so well known as not to need listing.

All who use the 1935 list should also refer to the compilations for the two preceding years.

M. E. Herrick.

PART I

ELEMENTARY TEXTBOOKS OF 1935

Arithmetic

1. Brueckner, Anderson, Banting, Merton - The New Curriculum Arithmetics. Winston. Grade 3, xi+278. Grade 4, xi+278. Grade 5, xii+277. Grade 6, x+277. See No. 260.
2. Brueckner, Anderson, Banting, Merton - The New Triangle Arithmetics. Winston. Grade 3, viii+308. Grade 4, viii+271. Grade 5, viii+279. Grade 6, viii+279. See No. 261.
3. Clark, Cushman - Self-Help Number Series (1-2). Macmillan. In Number Land, 96. Numbers at Work, 128. Work-textbooks in first and second grade number work. Illus.
4. Jones, Wheat - Jones-Wheat Arithmetics. Heath. Book One (Grades III-IV), 348. Book Two (Grades V-VI), 372. The series is for grades three to eight. Procedures organized around a few closely related ideas. Illus. See No. 262.
5. Knight, Studebaker, Ruch, Findley - Study Arithmetics. Scott, Foresman. Grade IV, 352. Grade V, 352. New-type textbooks providing advanced grade-placement changes advocated by educators.
6. Woody, Breed, Overman - Child-Life Arithmetics. Lyons-Carnahan. Grade 3, xii+238. Grade 4, xii+234. Grade 5, xii+277. Grade 6, xii+218. Characterized by small units and variety. Illus. in color.

Art

7. Liek, Whitford, Gray - Art Stories, Book III. Scott, Foresman, 176. A third grade art book, completing the primary art series. Illus.

Character Education

8. Hague, Chalmers, Kelly - Character Story Readers. University. Book One - Dreams That Came True, viii+182. Book Two - The Domino Box, viii+182. Book Three - Where the Road Divides, x+214. Book Four - A Famous Experiment, x+214. For grades 3 to 6. "Studies in conduct, with character case conferences." See No. 115.

Elementary Science

9. Ballou - Elementary Science by Grades. Appleton-Century. Book I, 128. Book II, 244. Book III, 264. Book IV, 292. Book V, 309. Book VI, 340. For grades 1 to 6. Conforms with the Thirty-First Yearbook of the N.S.S.E. Illus.
10. Boulenger - Infants of the Zoo. Dutton, 1934, xiv+145. Mammals, birds, reptiles, amphibians, and fishes. Fifty full-page photographs.
11. Hartman - The World We Live in and How It Came to Be. (Sch. ed.). Macmillan, 357. From whirling nebulae and dinosaurs to skyscrapers, dynamos, and radio. Same illus. and type page as the more expensive edition.

12. Moseley - Trees, Stars and Birds (Rev.). World, x+418. Nature study for grade six or seven. Many references, illus., birds in color.
13. Nicol, Levenson, Kahn - The Nature Hour. Silver, Burdett. Fifth Year - Autumn and Winter, viii+118+ii. Fifth Year - Spring, viii+114+iii. Sixth Year - Spring, viii+134+ii. Sixth Year - Autumn and Winter, viii+132+iii. Text supplemented by poems, activities, self-tests, and illus., some in colors.
14. Patch, Howe - Nature and Science Readers. Macmillan. Book VI - The Work of Scientists, 488. Top book of a series of nature study and elementary science, or supplementary readers. Illus.
15. Smith - A Summer by the Sea. American, 135. Stories for the third grade. Gives an elementary knowledge of the common forms of sea life found along the shore of Virginia.
16. Washburne, Washburne, Reed - The Story of Earth and Sky, Student's ed. Appleton-Century, 382. For grades 4 and 5. Fits into school courses in geography, social studies, science, and literature.

Health and Physical Education

17. Charters, Smiley, Strang - Health and Growth Series, Macmillan. Keeping Healthy (Grades 3-4), 363. The Body's Needs (Grades 5-6), 423. A program in Health education for grades three to eight. Nutrition, safety, and mental hygiene are major topics throughout. Illus. Manual in sex education and teacher's manuals. See No. 238.
18. Emerson, Betts - Habits of Right Living Series. Bobbs-Merrill, 1934. Habits for Health, viii+247. Living at Our Best, viii+328. For elementary and junior high school. Activities, projects, study helps, question, tests, illus.
19. Newmayer, Broome - Health and Happiness Books. American. Health in Good-Habit Land, 155. Pathways in Healthland, 222. Presents health instruction by means of stories reflecting real situations and conditions in the lives of boys and girls, little rhymes easy to memorize and projects. For grades 3 to 6. Illus. See No. 240.
20. Towse, Mathews, Gray - Health Stories, Book III. Scott, Foresman, 288. A third grade health book, completing the primary grade series.
21. Turner, Hallock - The Voyage of Growing Up (Rev.). Heath, 210. For grade 3. Health habits and attitudes developed in connection with the child's interest in his own growth. Illus.
22. Turner, Pinckney - In Training for Health (Rev.). Heath, 159. For grade 4. Uses the analogy of training for sport. Pupil activities and teaching procedures. Illus.

Language - General

23. Bardwell, Mable, Tressler - Elementary English in Action. Heath. Book I, (Grades III-IV), 493. Book II, (Grades V-VI), 624. Grade III, 218. Grade IV, 287. Grade V, 319. Grade VI, 314. The first part of each book is an activities program; the second, a flexible handbook of the necessary mechanics of language. Illus. Teacher's manual.
24. Beveridge, Ryan, Lewis - English for Use. Winston. Book One, xiv+384. Book Two, xiv+386. First book for grades 3 and 4, second for grades 5 and 6. Illus. See No. 117.

25. Riddlesbarger, Cotner - Easy English Exercises (Rev.). World, vi+298. A comprehensive course in essentials of grammar for the sixth grade and junior high school. 161 exercises.

26. Trabue, Goodrich - Today's English, Elementary Book. Merrill, xiii+461. See Nos. 27, 139, and 140.

27. Trabue, Goodrich - Today's English. Merrill. Third Year, xii+220. Fourth Year, xii+234. Fifth Year, xvi+242. Sixth Year, xiv+254. Eight major units each. Skills detailed. Tests for each unit. Illus., some in colors. Also in a two-book edition. See Nos. 26, 139, and 140.

Language - Handwriting

28. Hill, Savage - Handwriting Made Easy. University. Book One, 32. Book Two, 32. Book Three, 32. Book Four, 36. Book Five, 36. Book Six, 36. Examples, instructions, record blanks, illus. See No. 106.

Language - Spelling

29. Almack, Staffelbach - The Stanford Speller. Laidlaw. Grade Two, 80. Grade Three, 80. Grade Four, 94. Grade Five, 96. Grade Six, 96. Pupil-activity texts of a workbook type. Paper. See No. 181.

30. Breed, Seale - My Word Book. Lyons-Carnahan. Book One, 89. Book Two, 92. For grades 3, 4, 5, 6. Integrated and varied activities. Illus. See No. 182.

31. Horn, Ashbaugh - Progress in Spelling. Lippincott, xxiii+200. Grades 1 to 8. May be had in any desirable grade grouping or grade by grade, latter either in cloth or paper. Week-by-week lessons. Special teachers' edition. A few illus.

Music

32. Bryant - Two-Part Songs for Sight Reading (Words by Horton). American, 64. Short and varied songs descriptive of work, play, nature, etc., including folk songs, not commonly heard, from Norway, Hungary, Holland, France, Germany, Italy, etc.

33. Dann - Hollis Dann Song Series. American. Book One, Songs for Primary Grades, 160. Book Two, Unison and Part Songs for Unchanged Voices, 207. Book One contains 200 songs for the primary grades. Book Two is for the intermediate grades. See No. 289.

34. Potter (Compiler and illustrator) - This Way and That. Oxford, 26. Twenty-four singing games, such as The Mulberry Bush, A-Tisket-A-Tasket, Looby-Loo, etc. Music, words, and directions. Illus. in color.

Reading

35. Atwood, Thomas - Neighborhood Stories. Ginn, 218. Reading book for the third grade correlated with observational studies in the home community. Illus. Teacher's manual. Workbook.

36. Boog-Watson, Carruthers - Beyond the Sunset. Oxford, 192. From Marco-Polo to the Flight over Everest. Illus.

37. Brink (Compiler) - Best Short Stories for Children. Row, Peterson, 447. A graded collection, 29 stories. Illus.
38. Califff - Fuzzy Wuzzy and Other Stories. Bruce, 127. Sixteen stories in a school edition. Illus. in color.
39. Carpenter - Our Little Friends of the Netherlands: Dirk and Dientje. American, 201. One of the supplementary readers designed to show the home life of the peoples of foreign lands. Illus.
40. Cordts - The New Path to Reading (Rev.). Ginn. Pre-Primer, 50. Primer, 194. Book One, 230. Book Two, 292. Book Three, 342. A basal reading series newly revised through the third grade. Illus. Manuals, reading charts, supplementary cards, workbooks.
41. Cuthbert, King - A Lad of Dundee. World, 189. An authentic story of a Scotch family. Illus.
42. Daniels - Good Speech Primer. Dutton, x+83. Part One, Phonetic Text; Part Two, Orthographic Text. Illus.
43. Dopp, Pitts, Garrison - Happy Road to Reading Series. Rand McNally. Little Friends, 1934, 39. Little Friends at School, v+122. Busy Days with Little Friends, vi+154. Outdoors and In, viii+245. Now and Long Ago, vi+314. Pre-primer, primer, first, second, and third readers. Illus. in colors. Teachers' manuals, workbooks.
44. Edwards - Haruko, Child of Japan. Wagner, viii+200. For the lower grades. Large type. New words explained. Illus.
45. Freeman, Storm, Johnson, French - Child-Story Readers: Primer. Lyons-Carnahan, 128. Built about the every-day living of a boy and a girl. Closes with animal stories and fables. Illus. in color.
46. Gates, Huber, Ayer - The Work-Play Books. Macmillan. The Little Chart - Pre-Primer, 16. One of a series from Pre-primer to grade 6. Preparation books and manuals.
47. Gehres - Everyday Life Primer. Winston, 140. Every page contains a story-telling photograph of everyday life: with pets, on the farm, or in town.
48. Graham - The Wind in The Willows. Scribner's, vi+312. This may be primarily a story book for children of elementary school age, but no more so than Alice in Wonderland. Illus.
49. Hanna, Anderson, Gray - Peter's Family. Scott, Foresman, 96. A social studies primer to be read after the basal primer.
50. Hogan - Bear Twins. Dutton, Approx. 50. About first grade level. Illus.
51. Huber - The Uncle Remus Book. Appleton-Century, 151. For grades 4 and 5. Retold in language modified in respect to phonetic detail. Illus.
52. Johnson, Scott - Anthology of Children's Literature. Houghton Mifflin, xxvii+914. In the main, material for reading. Six appendices contain helpful background information, such as biographical notes and graded reading list for elementary grades and junior high school.
53. Milne - The House at Pooh Corner. Dutton, xi+177. A school edition of this classic. Illus.
54. Milne - Now We Are Six. Dutton, ix+103. A school edition of this classic. Illus.
55. Milne - When We Were Very Young. Dutton, xii+100. A school edition of this classic. Illus.
56. Milne - Winnie The Pooh. Dutton, ix+158. A school edition of this classic. Illus.

57. Read, Lee - Social Science Readers. Scribner's. A Story About Tall Buildings, 36. A Story About Big Trees, 36. Kindergarten-first-grade readers. Full page colored illus.

58. Scott - Stories from King Arthur. Oxford, 95. One of the "Great Writers for Young Readers" series. Illus., some in colors.

59. Seton - Johnny Bear, Lobo, and Other Stories. Scribner's, vii+162. Six well-known stories. Illus.

60. Smith - Unit-Activity Readers. Silver, Burdett. Tom's Trip, 40. At Home and Away, 144. In City and Country, 176. Round About You, 240. Pre-primer, primer, first year, and second year. Teachers' guides. Illus. in colors.

61. Stone - The Webster Readers. Webster. Joyful Adventures, viii+452. Treasure Chests, viii+469. Joyland in Reading, viii+500. For grades 4, 5, 6. Selections grouped according to purpose and type of content. Varied learning exercises. Illus. in color.

62. Thorndike - The Thorndike Library. Appleton-Century. Andersen's Fairy Tales, 224. Pinocchio, 230. A Wonder Book, 226. The Water Babies and The Little Lame Prince, 227. Black Beauty, 280. Heidi, 360. Modified in respect to vocabulary and construction. Vocabulary builders for pupils of slow reading ability on the fourth and fifth grade level. Illus.

63. White - An Easter Party. American, 32. A workbook text for the first grade. A vocabulary of 56 words, a repetition average of 14.4, with never more than 8 new words on a page. Illus.

64. White - Summer Fun. American, 32. A workbook text for the first grade. 8 pages of outline pictures. 54 different words.

65. Yoakam, Bagley, Knowlton - Reading to Learn. Macmillan. Book One, Learning New Skills, 401. Book Two, Gaining New Knowledge, 454. Book Three, Exploring New Fields, 503. For intermediate and upper grades. Work-type readers.

66. The New Ideal Catholic Readers (By Sisters of St. Joseph). Macmillan. First Reader - One Happy Year, 168. One of a series from pre-primer to grade 3. Preparatory books and manuals.

67. The Treasure Chest of Literature. Houghton Mifflin, 1934. Grade Four, Grade Five, and Grade Six. A set of literary readers.
See also: 10. Boulenger.
14. Patch, Howe.
15. Smith.

Religious Education

68. The Christ-Life Series in Religion (By Dom Virgil Michel and Dom Basil Stegmann of St. John's Abbey; and The Sisters of the Order of St. Dominic, Marywood, Grand Rapids.). Macmillan. God Our Father, (Grade 1), 69. Jesus Our Savior, (Grade 2), 134. The Story of God's Love, (Grade 3), 170. A Child of God, (Grade 4), 192. The Redeeming Sacrifice, (Grade 5), 228. The Kingdom of God, (Grade 6), 263. Foundation in the liturgy. Illus. in colors for lower grades. Teacher's manual. See No. 311.

Social Studies - Geography

69. Bodley, Thurston - Home Geography. Iroquois, viii+133. A text and workbook for beginners, the first of the Iroquois series. Illus. Paper.

70. McConnell - Living in Different Lands. Rand McNally, vi+218. A make-believe journey through the world. Questions, problems, tests, things to explain and do, maps, illus.

71. Stull - Home Geography. Allyn-Bacon, 120. A workbook type of manual for the study of home geography. Illus.

72. Stull, Hatch - Our World Today. Allyn-Bacon. Journeys Through Many Lands, viii+143+5. Journeys Through North America, vi+314+14. First two of a four-book series. Human geography books of travel. Workbooks. See No. 331.

See also: 35. Atwood, Thomas.
 36. Boog-Watson, Carruthers.
 39. Carpenter.

Social Studies - History

73. Aker, Hilton, Aker - America : Today and Yesterday. Wagner, xv+586. Nine units, 4 or 5 topics each. Illus.

74. Gregory, Cuitteau - History and Geography of Ohio (New Ed.). Ginn, 295. For intermediate grades. Illus.

75. Hartman - These United States and How They Came to Be (Sch. ed.). Macmillan, 340. The growth of our country in words and pictures. Same illus. and type page as the more expensive edition.

76. Hawley - Adventures in Old-World History. Ginn, 452. For the middle grades. Special attention and time concepts. "Things to do," supplementary reading suggestions, maps, illus.

77. Hillyer - A Child's History of the World (Student ed.). Appleton-Century, 480. A school edition of the famous children's classic. Complete text of original and all original illus.

78. Kelty - How Our Civilization Began. Ginn, 368. For grade 4. The story of civilization, beginning with the cave man and continuing through the Middle Ages. Illus.

79. Kelty - When History Began. Ginn, 239. For grade 4. From the days of the cave man through the Romans. Illus.

80. Lawler - Elementary History of the United States. Ginn, 313. For grades 4 or 5. Maps, illus.

81. Robbins - School History of the American People (Rev.). World, xxvi+612. Merges topical arrangement, problem method, and chronological order. Questions, tests, lists, maps, illus.

82. Salisbury - The Story of Our United States. Little, Brown, x+298. A simple running account of events plus problems, topic for discussion, and the like. Illus.

83. Salisbury, Stedman - Our Ancestors in The Ancient World. Little, Brown, x+396. ". . . simple interpretative material covering the struggles, failures, and triumphs of mankind which are the foundation of the society of the modern western world." Illus.

84. Sherwood - Makers of the New World. Bobbs-Merrill, 289. Basal for 4th and intermediate grades. Columbus to Franklin. Teaching Aids. Illus.

85. Southworth, Southworth - The Thirteen American Colonies. Iroquois, x+501. Nine units, 18 chapters, glossary, tables, maps, illus.
86. Tryon, Lingley, Morehouse - The American Nation Yesterday and Today. Ginn, 629. Part I, 328. Part II, 306. For upper elementary grades. Unit organization. Projects, activities, etc. Illus.

Social Studies - Miscellaneous

87. Logie - Markers of Great Events. Lyons-Carnahan, ix+307. Each marker the topic of a short story. Illus.
88. Richards, Landazuri - Children of Mexico. Wagner, xii+323. Stories which tell the history and geography of the country. Maps and illus.

PART II

SECONDARY TEXTBOOKS OF 1935

Agriculture

89. Grim - Introduction to Agriculture. Allyn-Bacon, vi+419+8. Aims "to give a picture of the place of agriculture in life rather than an exposition of its technical features." Teaching aids, illus.
90. Worthen - Farm Soils. Their Management and Fertilization (2nd Ed.). Wiley, 468. Emphasis is placed on what to do and how and when to do it.
91. Wright - Electricity in the Home and on the Farm. Wiley, 320. For the school shop and vocational agriculture.

Art

92. Seaby - Art in the Life of Mankind. Oxford. Vol. I, A General View of Art, and Vol. II, Art in Ancient Times, 1928. Vol. III, Greek Art and Its Influence, 1931, 118. Vol. IV, Roman Art and Its Influence, 1931, 116. Illus. with half-tones and line drawings by the author. Other volumes forthcoming.

Business Education - Bookkeeping and Accounting

93. Atticks - A First Course in Bookkeeping. American, 350. For prevocational bookkeeping in the 9th or 10th year.
94. Bowman, Percy - Fundamentals of Bookkeeping and Business, Adv. Course. American, 144. The second book in a two-year course intended to give a knowledge of the essentials of bookkeeping in current business practice and the fundamentals of business management.
95. Fearon - Intensive Bookkeeping and Accounting. Gregg, vii+422. For one-year course. Practice sets eliminated. Illus., many in colors. Key available.

96. Rosenkampff, Wallace - Bookkeeping Principles and Practice, Introductory Course (3rd Ed.). Prentice-Hall, 353. Stresses personal-utility value of bookkeeping and develops a fundamental knowledge at the vocational level.

Business Education - Business English

97. Hagar, Wilson, Hutchinson, Blanchard - The English of Business. Gregg, x+308. For a brief course. Grammar, punctuation, and letter writing. Workbook and key available.

Business Education - Business Geography

98. Jones - Economic Geography. Holt, xvi+447. Organized by types of industries or occupations. Exercises, maps, illus.

99. Osgood - A History of Industry (Enlarged Ed.). Ginn, 530. Industry from earliest times to the present day. Economic laws and principles in action. Illus.

Business Education - Business Law

100. Evans - California Decisions and Subject Briefs in Business Law. Gregg, vi+388. A case book containing subject briefs and definite questions at end of case statement. Code sections for all subjects treated. For use with any text.

101. Whigham, Jones, Moody - Essentials of Commercial Law. Gregg, x+530. Social approach. 42 chapters. Chapter "high points," questions, word lists, case problems, etc. Key available. Illus.

Business Education - Business Mathematics

102. Rosenberg - Essentials of Business Mathematics-Principles and Practices. Gregg, x+310. A brief but relatively complete course. 90 units. Testing program. Drills and tests. Supplementary material available in the author's "Teaching Methods and Testing Materials in Business Mathematics."

103. Brueckner, Anderson, Banting, Nichols - Mathematics and Elementary Business Practice. Winston, xii+465. First part is mathematics; second, elementary business practice. Self-checks, tests, exercises, illus.

Business Education - Consumer Education

104. Shields, Wilson - Business-Economic Problems. South-Western, 713. Devoted essentially to problems of the individual. A non-technical course that combines practical economics, personal and business management, budgeting, savings, investments, and business organization. For grade 11 or 12.

105. ZuTavern, Bullock - The Business of Life. Commercial, xii+300. A course in applied economics or consumer education. Either in one or two volumes. Laboratory practice set, The Pilot. For upper grades. Illus.

Business Education - Handwriting

106. Hill, Savage - Handwriting Made Easy. University. Book Seven, 36. Book Eight, 36. For grades 7 and 8. See No. 28.

Business Education - Machine Operation

107. Ely, Beaver - Office Appliance Exercises (2nd ed.). Gregg, vii+142. Instruction and practice exercises for five principal types of office machines. Illus. Spiral binding. Teacher's manual.

Business Education - Salesmanship and Merchandising

108. Brewster, Palmer - Introduction to Advertising (3rd ed.). McGraw-Hill, 476. Sets forth in non-technical language the fundamental principles. Exercises, questions, and problems.

Business Education - Shorthand

109. Newman - Modern Graded Dictation. Ginn. Gregg Edition, 440. Pitman Edition, 437. Provides material for homework. Illus.

Business Education - Typewriting

110. Eldridge, Craig - A First Course in Expert Typewriting. American, 144. A one-year course based on the authors' The New Expert Typewriting. Reviews, tests, lesson plans, etc.

111. Kimball - Kimball Contest Copy. Gregg, vii+184. A selection of test materials used in official typewriting contests from 1915-1921. Spiral binding.

112. Webb - Simplified Typewriting, Complete Course. Prentice-Hall, 361. Adaptable to long or short courses and to different educational and accomplishment levels. Graded accuracy and speed tests.

Business Education - Miscellaneous

113. Brewer, Hurlbut, Caseman - Elements of Business Training (New ed.). Ginn, 536. Things to do and discuss, problems in related arithmetic, questions, vocabulary, exercises, workbook, objective tests. Illus.

114. Egan, Edelson, Veit - An Elementary Study of Business. Ginn, 464. A course in junior business training to meet the latest courses of study, specifically that of the city of New York. Illus.

Character Education

115. Hague, Chalmers, Kelly - Character Story Readers. University. Book Five - The Secret Agent, x+278. Book Six - The Flying Death, x+278. For grades 7 and 8. See No. 8.

English - Composition and Grammar

116. Ahles, Lawler - *Steps to Good English*. Iroquois. Seventh Grade, vi+247. Eighth Grade, vi+247. Text workbooks. 24 units each.
117. Beveridge, Ryan, Lewis - *English for Use*, Book Three. Winston, xiv+450. For grades 7 and 8. Emphasizes formal grammar and oral and written composition. Some literature. Illus. See No. 24.
118. Brubacher, Wheeling - *Senior English for Everyday Use*. Merrill. Tenth Year, xi+458. Eleventh and Twelfth Years, xvi+681. Tenth grade: Pt. I, Composition; Pt. II, Grammar. Eleventh and twelfth grades: Pt. I, Opportunities for composition; Pt. II, The Technique of Composition; Pt. III, The Mechanics of Composition. Illus.
119. Button - *Creative English*. Ginn, ix+239. For upper grades. A problem-exercise method. Six parts, 39 problems or chapters. Illus.
120. Canby, Opdycke, Gillum - *High School English*. Macmillan. Book III, (Grade 11) (Co-author Carter), 423. Book IV, (Grade 12) (Co-author Carter), 402. Two of a four-book series, uniform in style, purpose and organization.
121. Center, Holmes - *Elements of English*. Allyn-Bacon. Book One, v+412+6. Book Two, v+560+9. For grades 7 and 8. Numerous and varied teaching aids. Illus. Teacher's manuals and workbooks. See No. 122.
122. Center, Holmes - *Elements of English Composition*. Allyn-Bacon. First Year, x+301+128+5. Second Year, ix+283+95+6. For grades 9 and 10. Varied teaching aids. Illus. Teacher's manuals and workbooks. See No. 121.
123. Chapman - *Using English*, Book One (Rev. ed.). Harcourt-Brace, 629. Oral and written composition, grammar, presentation, usage, spelling. Illus.
124. Chapman, Cook - *Using English*. Harcourt-Brace. First Year, 351. Second Year, 330. Third Year, 371. Fourth Year, 382. A senior-high school series.
125. Clark, Knox - *Progress in English*, Book II. Doubleday, Doran, 506. For upper grade classes. Functional, grammatical and rhetorical instruction.
126. Cotner, Bell - *Effective Expression in English*. Little, Brown. Book One, xv+260. Book Two, xv+280. Book Three, xvi+392. For junior high school. Each book has six units: vocabulary building, letter writing, reporting, conversing and dramatizing, clubs, grammar. Exercises, tests, bibliography, guide sheets for reference, illus.
127. Easterbrook, Clark, Knickerbocker - *Your English Problems*. Silver, Burdett, xii+528. Problems in oral and written composition, functional grammar, and effective sentence structure. 36 units, activities, and a condensed guide to mechanics.
128. Edgar, Coolidge - *The Conventions of Composition*. Allyn-Bacon, vi+96. Designed for senior high school and first year of college. A drill and reference text. Ready-reference chart.
129. Ferris, Keener - *Essentials of Everyday English for Junior High Schools*. Laidlaw, Book Three, 160. A pupil-activity text of a workbook type. Paper.
130. Ginsberg - *Lessons in English Essentials*. Longmans, Green. Seventh Grade. Eighth Grade. Ninth Grade. Drill-pad texts. No other text is needed. Explanations and illustrations form a permanent part of each book.

131. Hannum - Speak! Read! Write! Little, Brown, xiv+492. Basal text for grades 9 and 10. Outgrowth of Francis W. Parker School, Chicago. Addressed to the pupil. Illus.
132. Hitchcock - Drill. Holt, vi+276. 200 exercises: grammar review, punctuation, sentence craft. Ten-minute oral drills, minimum instruction.
133. Jones - Practice Handbook in English. Appleton-Century, 260. Reviews fundamentals of composition. Covers both writing and speech. With perforated or unperforated exercise pages.
134. Lyman, Johnson, McGregor - Daily-Life Language Series. Ginn. Guidance in Expression, xviii+398. Effective Communication, xviii+429. English in School, Home, and Community, xvi+462. Organized as progressive units, each 4 or 5 days long. Exercises, tests, drills, numerous illus., many cartoons.
135. McKittrick, West - English in Daily Use. American. Book One, 317. Book Two, 325. Designed for the first two years of high school. Built on the Unit Plan, with the work divided into half-year sections. Illus. Workbooks, key, teacher's manuals.
136. Opdycke - Projects in Elementary English. Oxford, 1931, 746. For junior high school and first and second year high school. 50 projects. May be had complete or 1-29 and 30-50. Illus.
137. Springsteen, Brubacher - Junior English for Everyday Use. Merrill. Seventh Year, xiii+388. Eighth Year, xiii+402. Ninth Year, xiii+500. Oral and written composition and technical grammar. 19 to 20 units each. Illus.
138. Teuscher, Howard, Johnson - Junior Language Skills. Harcourt-Brace. Book One, 255. Book Two, 314. Book Three, 257. For grades 7, 8, 9. Either paper or cloth. Workbooks.
139. Trabue, Springsteen - Today's English - Advanced Book. Merrill, xv+560. For grades 7 and 8. 29 units: 13 oral and written expression; 16 language practice and grammar. Illus. See Nos. 26, 27, and 140.
140. Trabue, Springsteen - Today's English, Advanced Book. Merrill, xv+560. See Nos. 26, 27, and 139.
141. Tressler, Shelmadine - Junior English in Action. Heath. Book I (Grade 7), 363. Book II, (Grade 8), 428. Book One: 1. Writing and Speaking; 2. The Sentence and the Word. Book II: reviews parts of the simple sentence, gives instruction in parts of speech and in oral and written composition. Illus. Practice books.
142. Tressler - English in Action (Rev.). Heath. Two-book Course: Book One, 622. Book Two, 670. Four-book Course: Course I, 374. Course II, 341. Course III, 413. Course IV, 425. Instruction in speaking and writing in first part of each book and the mechanics of grammar and punctuation in the last. Illus. Practice books.
143. Wade, Blossom, Eaton - Expressing Yourself. Houghton Mifflin. Part I, ix+310. Part II, ix+310. Part III, ix+309. Part IV, ix+309. For senior high school. Five-step plan: guidance, study, testing, practice, check-up. Illus.
144. Walker, Bartels, Marye - Adventures Wise and Otherwise (Landis ed.). Harcourt-Brace, 245. A workbook text. Continued story of Landis family runs through all drill material.
145. Wright - Words in Action. Holt, xv+470. A study of vocabulary and sentence structure.
See also: 25. Riddlesbarger, Cotner.
96. Hagar, Wilson, Hutchinson, Blanchard.

English - Drama

146. Mather, Spaulding, Skillen - *Behind the Footlights*. Silver, Burdett, xiv+495. Dual aim: appreciation of modern drama and preparation for participation. Exercises, projects, lists of plays and supply houses. Illus.

English - Journalism

147. Hyde - *Journalistic Writing* (2nd ed.). Appleton-Century, 475. Journalism as motivated English composition.

English - Literature

148. Collette - *Highroad to English Literature*. Ginn, 616. A survey course for high schools. 8 chapters. Illus.

149. Fuller, Weaver - *How to Read Aloud*. Silver, Burdett, xviii+190. Aims "to implement the teaching of literature with techniques for developing understanding and appreciation." Filled with selections illustrative of each phase studied.

150. Miles, Pooley, Greenlaw - *Literature and Life, Book Four*. Scott, Foresman, 832. An English Literature text, teaching the history of literature and literature itself by the "Highlight" method.

English - Literary Classics and Collections

151. Alpern, Martel (Editors) - *Don Quixote*. Houghton Mifflin, 1934.

152. Arnold - *Address on Milton* (New Pocket Classics). Macmillan.

153. Bennet (Compiler) - *Literature for High School*. American. Trail Breaking, 620. *On the High Road*, 579. *American Literature*, 608. *English Literature*, 595. Anthologies for use in the 9th to the 12th grades: Poetry, prose, drama, and background discussions. Mostly English and American selections.

154. Briggs, Herzberg, Bolenius (Editors) - *English Literature*. Houghton Mifflin, 1934. Last volume in "Literature in the Senior High School" series.

155. Cook - *Essays in Modern Thought*. Heath, 316. For 11th or 12th year. May be integrated with social studies.

156. Cook, Norvell, McCall - *Hidden Treasures in Literature, Book Three* (Non-Shakespearean Ed.). Harcourt-Brace, 746. Same as regular edition, but in place of Julius Caesar, five short stories and a dramatization.

157. Cooper, Fallon - *The March of a Nation*. Heath, 529. For high schools having fused or correlated English and social studies. Chronologically arranged collection of all types of prose and verse, presenting a picture of the country's development. Illus.

158. Daringer, Eaton (Compilers) - *The Poet's Craft*. World, xiv+338. More than 190 poems grouped to illustrate rhythm, rhyme, length of line, etc. Index, illus.

159. Gordon, King - *Verse of Our Day* (Rev.). Appleton-Century, 520. Four hundred selections from 161 American and British poets. Aims to develop capacity for poetic experience and enjoyment.

160. Hartley - Interest Trails in Literature. Merrill. Seventh Year, xv+608. Eighth Year, xv+726. Literary selections organized as to subject matter and centers of interest. Teaching aids. Illus.
161. Hervey - Junior Literature. Longmans, Green. Book I (7th year, 1st half). Book II (7th year, 2nd half). Book III (8th year, 1st half). Book IV (8th year, 2nd half), or Seventh Year (Complete). Eighth Year (Complete). High School (9th year). A series of anthologies containing a wide variety of selections from English and American authors. Essays, poems, plays, short stories, humorous sketches, speeches, etc.
162. Herzberg - Classical Myths. Allyn-Bacon, xiv+517+27. Intended as background material for Latin. Also as literature for English classes. Varied teaching aids. Illus.
163. Hoffman, Wanger (Editors) - Leadership in a Changing World. Harper, xv+418. A collection of the writings of outstanding leaders who interpret contemporary social conditions and state the problems of life. Illus.
164. Lieberman - Magazine Essays of Today. Prentice-Hall, 438. Magazine articles from the current output, chosen for reading and composition guidance.
165. Macaulay - Essay on Milton (New Pocket Classics). Macmillan.
166. Mikels - Short Stories for English Courses. Scribner's, xvii+494. Two dozen stories with suggestions for their use.
167. Milton - Minor Poems (New Pocket Classics). Macmillan.
168. Pupin - From Immigrant to Inventor. Scribner's, v+193. Short edition of the well-known autobiography. Illus.
169. Pyle - Some Merry Adventures of Robin Hood. Scribner's, viii+208. Twelve stories selected from the author's complete book of Robin Hood stories. Illus.
170. Schweikert, Miller, Cook - Adventures in Appreciation. Harcourt-Brace, 1065. Bridges gap between "extensive" reading of first year and later courses in literature. An anthology for grades 10 and 11.
171. Shakespeare - The Merchant of Venice (New Pocket Classics). Macmillan.
172. Shakespeare - A Midsummer Night's Dream (New Pocket Classics). Macmillan.
173. Shakespeare - The New Temple Shakespeare (Ed. by Ridley). Dutton. The Comedy of Errors, vii+86. The Taming of the Shrew, xi+130. Hamlet, xxvi+196. Julius Caesar, xii+124. The Merchant of Venice, xvii+128. A Midsummer Night's Dream, xiv+106. 40 vols. in all. Modernized spelling. A few notes and a glossary in each.
174. Van Doren (Ed.) - Oxford Book of American Prose. Oxford, 1932, 688. Anthology for third and fourth year high school. 48 authors.
175. Walter (Ed.) - Essay Annual. Scott, Foresman, 384. A collection of last year's outstanding periodical essays, for use in the senior high school.
176. Ward (Editor) - A Book of American Verse. Oxford, xxviii+365+16. Aims to be "an index to the American mind from the days of the first colonizers up to the present." Arranged chronologically. Indexes of first lines and authors.
177. The Modern Readers' Series (New Style). Macmillan. Barker - Forty Minute Plays from Shakespeare. Browne - This Believing World. Brown - Since Calvary. Browne - Stranger Than Fiction. Carroll - As the Earth Turns. Chase - Men and Machines. Chase - Mexico. Coffin - Portrait of an American. Fauconnier - Malaisie. Garland -

A Son of the Middle Border. Hardy - The Return of the Native. Homer - The Iliad. Homer - The Odyssey. Ibsen - Plays. Lippman - A Preface to Morals. London - The Call of the Wild. Oliver - Fear. Palgrave - The Golden Treasury. Phillpotts - The Grey Room. Riis - The Making of an American. Robinson - Tristram. Soule - A Planned Society. Stephens - The Crock of Gold. Tennyson - Idylls of the King. Wells - Joan and Peter. Wilkinson - Contemporary Poetry. Fine Cloth bindings. Stained page-tops. Regular size.

See also: 36. Boog-Watson, Carruthers.

- 48. Graham.
- 52. Johnson, Scott.
- 59. Seton.
- 87. Logie.

English - Speech

- 178. Cage - An Oral Language Practice Book. Wagner, xvi+262. Oral practice material without rules. Correct form through ear training. Test and practice procedure.
- 179. Hedde, Brigance - Speech. Lippincott, xviii+540. Material for two years. Covers: carrying thought, original speaking, interpretation, dramatics. Exercises, subjects, references, illus.
- 180. Manser - A Manual of Speech Correction on the Contract Plan. Prentice-Hall, 333. Divided into individual speech assignments or "contracts". Covers the general field of speech correction.

See also: 131. Hannum.

English - Spelling

- 181. Almack, Staffelbach - The Stanford Speller. Laidlaw. Grade Seven, 96. Grade Eight, 96. Pupil-activity texts of a workbook type. See No. 29.
- 182. Breed, Seale - My Word Book. Lyons-Carnahan. Activity Units - Part I - Part II, vi+84. For grades 7 and 8. Integrated and varied activities. Illus. See No. 30.
- 183. Colligan, Jansen, Bildersee - The Modern Spelling Method. Row, Peterson. Grade Seven, vii+40. Grade Eight, vii+40. Emphasizes spelling in writing. 16 study units and 4 review units each semester.

See also: 31. Horn, Ashbaugh.

English - Miscellaneous

- 184. Gilmartin - Gilmartin's Word Study (Rev.). Prentice-Hall, 163. More than 6,000 words selected from best sources available.
- 185. Pitkin, Newton, Langham - Learning How to Learn. McGraw-Hill, 194. Detailed exercises and instructions to help the pupil discover, measure, and develop his methods and abilities to learn, especially through reading. For use in grades 9 and 10.

Foreign Language - French

- 186. Bovee, Carnahan - New French Review Grammar and Composition Book. Heath.

187. Chardenal - The New Phonetic Chardenal. Allyn-Bacon, xl+492+71. Conversational French emphasized. Many exercises, grammar rules explained, special attention to vocabulary. Illus.
188. Churchman, Atwood, Racine - A First Book in French. Macmillan, 561. Allows for various methods. General approach semi-inductive. Illus.
189. Crist - A Short Review of French Grammar. World, xiv+170. Intended for use at close of second-year or beginning of third-year course. Twelve lessons, verb appendix, vocabularies.
190. Ford, Hicks - The Reading Approach to French. Holt, xxx+335+xlxi. A grammar and elementary reader. For both oral and silent reading. Illus.
191. Frank - Lisons! Allyn-Bacon, xxvi+350+56. A conversational reader for beginners. Illus.
192. Greenfield - A Brief Summary of French Grammar. Heath.
193. Gurney, Scott (Editors) - Oxford Rapid Reading French Texts. Oxford, 1932-33. First Series: Boutinon - La Mission de Slim Kerrigan. A story of adventure in Alaska and the Far North-West of Canada. Bernay - L'Armure du Magyar. Two young Frenchmen find mystery and treasure in a Hungarian castle. Bonhoure - Un Drame sous la Regence. The adventurous life of a spendthrift nobleman. Bennay - Les Chasseurs de Papillons. With a hydroplane in the land of the Incas. Second Series: DeKobba - Ma Princesse Cherie. The abduction and rescue of a 'Ruritanian' princess. Bernay - Le Scolopendre. To the North Pole in search of treasure. Dumas - La Prisonniere du Temple. A tale from Le Chevalier de Maison-Rouge. A Royalist conspiracy in the French Revolution. Cauvain - L'Aiguille Qui Tue. A French detective story.
194. Ilsley, Franconie (Editors) - Contes et Nouvelles Du XXe Siecle. Oxford, 1932, 124. Ten stories for third-year high school.
195. Jackson, Schwartz - New Approach to French. Longmans, Green, 404. A beginning text which presents simply and with the aid of poems, rhymes, songs and illustrations, the elements of French pronunciation, grammar, and reading. 124 lessons, illus.
196. Labiche, Martin - La Poudre aux Yeux (Dale). Heath.
197. Learned - A Modern Introductory French Book. Oxford, 1932, 561. For two years in high school or one year in college. Illus.
198. Livaudais, Samson - Mon Guide, pour apprendre à lire, à écrire, et à parler français. Heath.
199. Malot - Sans Famille (Edited by Haller, Klein). Ginn, 238. Questions and other teaching aids. For second or third year.
200. Malot - Sans Famille, and Mairet - La Tache du Petit Pierre (Ed. by Bullard, Carrel). Scribner's, viii+184. An adaptation of the original stories to the early stages of the elementary course. Illus.
201. Seronde, Peyre - Three Classic French Plays, Le Cid; Les Précieuses Ridicules; Andromaque. Heath.
202. Turnbull - On Frappe Les Trois Coups! Oxford, 80. Eight sketches supplying reading and acting material for beginners. Burlesqued thrillers and "black-outs" in colloquial French. Exercises, vocabulary, illus.

Foreign Language - German

203. Betz, Price - Learning German: A First Book. American, 575. Part I, 57 Grammar Lessons; Part II, Reading Selections, followed by questions. Vocabularies and Index.

204. Bonsels - Mario und die Tiere (Ed. by Diamond, Reinsch). Holt, xiii+196+xciii. Simplified somewhat by deletions. Questions, vocabulary.

205. Chiles, Wiehr - First Book in German. Ginn, 563. A grammar and a reader. Illus.

206. Diamond (Compiler) - Kleiner Garten (Ed. by Reinsch, Schomaker). Holt, vii+103+xl. A literary reader for latter half of first year. Contemporary authors. Exercises, vocabulary.

207. Eggeling (Ed.) - Modern German Short Stories, Second Series. Oxford, 1933, 282. Selections from eight masters, second and third year high school. Notes, idioms, vocabulary.

208. Eyth - Der Elinde Passagier (Ed. by Bell). Oxford, 1931, 149. A simple and amusing modern story for second and third year high school. Introduction, notes, and vocabulary.

209. Gates - Im Herzen Europas. Ginn, 240. A reader for beginners, suitable for use after only a few weeks of preliminary study. Illus.

210. Greenberg, Klafter, Lane - Elements of German, Second Year. Doubleday, Doran, 334. For second year German. Text, appendices, and German-English, English-German vocabularies.

211. Hease - Knulp (Ed. by Diamond, Schomaker). Oxford, 1932, 180. A classic of modern German literature suitable for second and third year high school. Learning exercises and vocabulary.

212. Hofacker - Great German Dramas Retold. Oxford, 1931, 175. Ten Dramas from Lessing to Hauptmann for third and fourth year high school. Vocabulary.

213. Keller - Sieben Legenden (Ed. by Puckett). Oxford, 1932, 200. For second and third year high school. Introduction, notes, questions, exercises, and vocabulary.

214. Leopold - Reise durch Deutschland. Heath.

215. Muller-Partenkirchen - Kaum genügend Schulgeschichten (Ed. by Leser). Holt, xv+76+xl. Original text except for a few difficult passages. For reading after completion of grammar essentials. Exercises, vocabulary.

216. Schafer - Stories of the Rhine (Ed. by Danton). Holt, xviii+94+xxxiv. 20 of the 36 stories in Schafer's Rheinsagen. Notes, exercises, vocabulary, illus.

217. Schnack - Klick aus dem Spielzeugladen (Ed. by Neuse). Holt, xxii+134+lxii. Cut somewhat to keep story within textbook requirements. Exercises, vocabulary.

218. Storey, Jenner (Editors) - Oxford Rapid-Reading German Texts. Oxford, 1934. Ernst - Der Schatz im Morganbrotstal, 59. Mader - Die Fremdenleigionare, 62. Strauss - Schmuggler in Masuren, 64. Strong - Der Doppelgänger, 63. Lively stories, modern, simplified. Vocabulary based on Meier, Purin, and Morgan lists. Questions and vocabularies.

Foreign Language - Italian

219. Marinoni - *Vita Italiana*. Holt, vi+187+xxix. An easy reading text on Italian life. Exercises, vocabularies, crossword puzzles, maps, illus.

Foreign Language - Latin

220. Clandon, Vince - *The Clarendon Latin Course*: A four-year course for Schools. Oxford. Part I (1st and 2nd years), 1931, 288. Part II. (3rd and 4th years), 1932, 287.

221. De Vean - *The Bucolics of Vergil*. Oxford, xxiii+220. For each Bucolic there is an Introduction, the Text, Notes, and Sources and Imitations. Also a general and a special vocabulary.

222. Ford - *Second Latin Book*. Holt, xviii+532+133+cxii. Companion to author's first book. Two stories from Ovid and "The Argonauts" lead to Caesar's Gallic War. Exercises, grammar, vocabulary, illus.

223. Pratt - *First Year Latin*. Houghton Mifflin, xxii+450. A "middle-of-the-way" text. Emphasizes vocabulary study. Coordinated with *Second Year Latin* by Pratt, Allen, Wood. A few illus. See No. 225.

224. Pratt - *First Year Latin*. Houghton Mifflin, 1934, xxiv+450. Strictly a study of the Latin language. Illus. See No. 225.

225. Pratt, Allen, Wood - *Second Year Latin*. Houghton Mifflin, viii+678. Adapted to beginning Caesar in either third or fourth semester. A few illus. See No. 224.

226. Rogers, Scott, Ward - *Caesaris Augusti Res Gestae et Fragmenta* (Caesar Augustus). Heath, 131. Material for first year Latin reading. Easier than Caesar. Illus.

227. Ullman - *Selections from Horace for High Schools*. Macmillan, 26. From the odes, epodes, and general writings. Notes on same page with the reading material.
See also: 162. Herzberg.

Foreign Language - Russian

228. Semeonoff - *A New Russian Grammar*. Dutton, xvii+323. Part I, Rules of Grammar and syntax, with exercises. Part II, Grammar, Russian and English vocabularies.

Foreign Language - Spanish

229. Boggas, Castillo - *Leyendas épicas de España*. Heath.

230. Hernández Mir - *El Patio de los Naranjos* (Edited by Holtz, De Escoriaza). Ginn, 216. For second or third year. Illus.

231. Leavitt, Stoudemire - *Elements of Spanish*. Holt, xi+133+xxviii. Limited to "essentials." Vocabulary limited in the main to first 700 words of Buchanan's list. 30 lessons.

232. Parker, Fernandez - *Un Año Memorable*. Ginn, 338. Grammar, composition, and conversation. A second year book. Exercises, illus.

233. Pittaro, Green - *Veinte cuentos divertidos, Lecturas literariae*. Heath.

234. Wilkins - *Quinito, Explorado del Mundo*. Holt, xi+323+xxx. For junior and senior high school. The story of two boy travelers in Spain. Exercises, vocabulary, illus.

Foreign Language - General

235. Blancké - General Principles of Language and Introduction to Foreign Language Study. Heath.

Guidance

236. Cottler, Brecht - Careers Ahead. Little, Brown, 312. Studies careers in four groups: the mechanically minded, the artistically minded, the socially minded, and nature lovers. Illus. with full-page photographs.

237. McAndrew (Editor) - Social Studies. Little, Brown, viii+465. Subtitle: An Orientation Handbook for High School Pupils. Studies the pupil as student, individual, and community member. Abridged edition omits chapter on sex. Illus.

Health and Physical Education

238. Charters, Smiley, Strang - Health and Growth Series. Macmillan. Health Through Science, (Grades 7-8), 460. Adventures in Health, (Grade 7), 225. Health Knowledge, (Grade 8), 254. See No. 17.

239. Epler - Six-Man Football. University, iv+64. A game developed for small high schools. A handbook for players and coaches. Illus. Paper.

240. Newmayer, Broome - Health and Happiness Books (Rev.). American. High-roads to Health, 326. Health and the Human Body, 396. Anatomy and physiology emphasized as a visual aid to good health. Personal and community hygiene correlated. For grades 7 and 8. Illus. See No. 19.

241. Turner, Collins - Community Health (Rev.). Heath, 255. For grade 7. Health education articulated with civics. Increases emphasis on recreation, adds new activities and illustrations.

242. Turner - Physiology and Health (Rev.). Heath, 263. For grade 8. A course in physiology with provision for a continued program of health training. Illus.

Home-Making

243. Balderston - Housekeeping Workbook - How to Do It. Lippincott, v+100. For junior and senior high school. A book of directions succinctly stated. Spiral bound.

244. Burnham, Jones, Redford - The Boy and His Daily Living. Lippincott, xi+364. Aims to prepare for home living: food, recreation, clothing, shelter, money, family life, the neighborhood. Exercises, references, illus.

245. Donovan - The Mode in Dress and Home. Allyn-Bacon, vi+445+8. Primarily dress. Two of the 7 units deal with living in the home and family relationships. Illus., some in colors. Workbook.

246. Friend - Earning and Spending the Family Income (Rev.). Appleton-Century, 462. The essentials of modern economics, emphasizing the student's economic relationships within the home and with the influences outside the home. Correlates home economics with applied economics. Illus.

247. Harris, Huston - The Home Economics Omnibus. Little, Brown, xiii+615. Embraces all phases of home economics for senior high school. Centered around the girl's life. Units, activities, tests, illus.

248. Herrington - A Guide-Book for Homemaking. Appleton-Century, 330. Loose-leaf form. Directions for routine performances, aids to learning, goal sheets, and comprehension and mastery tests, also details of class organization and operation.

249. Jensen, Jensen, Ziller - The Fundamentals of Home Economics. Macmillan, 417. Everything about one's self, one's home, and one's family is the province of this book. For junior high school. Laboratory and project materials included.

250. Justin, Rust - Home Living. Lippincott, xviii+605. A new edition of Problems in Home Living. Four sections, two to seven units each. Suitable for either a one- or two-semester course. Problems, exercises, tests, references, illus.

251. Todd - Clothes for Girls. Little, Brown, xvi+501. For junior high schools, girl scouts, and 4-H clubs. Units, problems, exercises, illus.

252. Trilling, Nicholas - Clothing Study: A Workbook for High School Girls. Lippincott, viii+206. A workbook type of manual. Eight work-units à la Morrison. Illus.

Industrial Arts

253. Crook - Simplified Mechanical Drawing (2nd ed.). McGraw-Hill, 174. For grades 7, 8, 9. Aims to teach visualization and the ability to read working drawings.

254. Fischer, Greene - Rational Mechanical Drawing. Bruce, 128. A basic text for grades 7, 8, 9. Fully illustrated. Paper.

255. Hunt, Hunt - Sixty Alphabets. Bruce, 120. Successor to Fifty Alphabets, a manual of lettering. Fully illus.

256. Roehl - Problems for School and Home Workshop. Bruce, 88. For junior high school and the home workshop. 39 problems, each illustrated with drawings or photos. Paper.

257. Schultz, Schultz - School and Home Shop-work. Allyn-Bacon, vi+246. For junior high school. Six units: mechanical drawing, woodworking, general mechanics, electricity, metal-working, auto mechanics. Illus. Teacher's manual.

See also: 91 Wright.

Mathematics - Arithmetic and Junior Mathematics

258. Betz - Junior Mathematics for Today. Ginn, xiv+562. Last book of series. Primarily algebra. Introduces trigonometry and demonstrative geometry. Illus.

259. Breslich, Traver - Essentials of Mathematics for Junior High Schools. Laidlaw. Book Three, 192. A pupil-activity text of a workbook type. Paper.

260. Brueckner, Anderson, Banting, Merton - The New Curriculum Arithmetics. Winston. Grade 7, viii+280. Grade 8, viii+279. See No. 1.

261. Brueckner, Anderson, Banting, Merton - The New Triangle Arithmetics. Winston. Grade 7, viii+280. See No. 2.

262. Jones, Wheat - Jones-Wheat Arithmetics. Heath. Book Three (Grades VII-VIII), 415. See No. 4.

263. Nyberg - Survey of High School Mathematics. American, 396. Designed for students who do not plan to go to college.

264. Schorling, Clark - Mathematics in Life. World. Unit A - Measurement, iv+44a. Unit B - Constructions, iv+60. Unit C - Drawing to Scale, iv+44. A series of units for slow groups in junior high school. Also "enrichment" material for other groups. Illus. Paper.

265. Schorling, Clark, Smith - Modern-School Mathematics. World. Book One, xx+364. Book Two, x+1+368. For grades 7 and 8. Aims to be practical, realistic, and to challenge pupils. Provides much drill, diagnostic and mastery tests, differentiated problems. Illus.

266. Strayer, Upton - Practical Junior Mathematics. American. Book One (For the 1st year of junior high school), 384. Book Two (For the 2nd year of junior high school), 424. Book Three in preparation. Arithmetic, Algebra, and intuitive geometry. Illus.

267. Thompson - Elements of Practical Arithmetic. Prentice-Hall, 382. An intensive course of comparatively simple treatment.

268. Alpha Individual Arithmetics. Book Eight, Part II. Ginn, 186. Top book of the series.

Mathematics - Algebra

269. Breslich - High School Mathematics. Laidlaw. 1- Algebra and Related Subjects, xviii+331. For grade 9. Frequent summaries, various types of tests, illus. See Nos. 270, 281, and 284.

270. Breslich - High School Mathematics. Laidlaw. 2- Algebra and Related Subjects, xii+205+20. Designed for a half-year following plane geometry. Illus. See Nos. 269, 281, and 284.

271. Engelhardt, Haertter - First Course in Algebra (Rev.). Winston, ix+ 448. Organized about problems. Exercises, tests, reviews, illus.

272. Hawkes, Luby, Touton - First and Second Year Algebra Combined. Ginn, 735. With diagrams.

273. Hawkes, Luby, Touton - Second Year Algebra. Ginn, 360. A half-year course. Optional and supplementary work.

274. Hawkes, Luby, Touton - Second Year Algebra : Enlarged Ed. Ginn, 462. A full year's work.

275. Lennes - A Second Course in Algebra. Macmillan, 390. Aims to be the simplest adequate treatment.

276. Milne, Downey - New Second Course in Algebra. American, 408. Reviews first-year algebra. Follows the authors' First Course in Algebra.

277. Sanborn - Elementary Algebra, Review Outline and Exercises. Harcourt, Brace. 108. For review and preparation for entrance examinations.

278. Stokes, Sanford - First Course in Algebra. Holt, v+439. Chapters organized into sub-units. Various types of tests, exercises, illus.

279. Wells, Hart - Progressive High School Algebra. Heath, 541. For a three-semester course. A combination of Progressive First Algebra and Progressive Second Algebra modified to prevent overlapping.

Mathematics - Plane Geometry

280. Bartoo, Osborn - Plane Geometry. Webster, iv+252. A text-workbook. Theorems, exercises, tests, illus. Paper.

281. Breslich - High School Mathematics - Plane Geometry and Related Subjects. Laidlaw, xvi+336. Correlated with other books in series. Tests available. Features portraits of mathematicians. Illus. See Nos. 269, 270, and 284.

282. Schultze, Sevenoak, Stone - Plane Geometry. Macmillan, 391. New Fourth edition of Schultze, Sevenoak, and Schuyler : Plane Geometry.

283. Wells, Hart - Progressive Plane Geometry. Heath, 399. Retains most features of the authors' Modern Plane Geometry, but carries further teaching devices. Illus.

Mathematics - Solid Geometry

284. Breslich - High School Mathematics - Solid Geometry and Related Subjects. Laidlaw, x+171. Intended for students who have completed a full course in demonstrative geometry. Illus. See Nos. 269, 270, and 281.

285. Morgan, Breckenridge - Solid Geometry. Houghton Mifflin, 1934, 304. Usual three books, but theorems and exercises grouped about 16 topics. Illus.

Mathematics - Miscellaneous

286. Shuster, Bedford - Field Work in Mathematics. American, 175. With the use of a few simple, inexpensive instruments, these exercises may be employed to supplement the traditional work in arithmetic, algebra, geometry, trigonometry, geography, and physics.

287. Stone, Mallory - Mathematics for Everyday Use. Sanborn, xi+532+35. For pupils not preparing for college. Draws upon algebra, geometry, trigonometry, and arithmetic. Illus.

288. Van Tuyl - Mathematics at Work. American, 484. A composite course for pupils of fourteen or fifteen years of age, combining a practical treatment of arithmetic with a cultural study of algebra, geometry, and trigonometry. Suited for general courses and commercial classes. See also: 102. Rosenberg.

103. Brueckner, Anderson, Bunting, Nichols.

Music

289. Dann - Hollis Dann Series. American. Book Three, Unison and Part Songs for Soprano, Second Soprano, Alto, Boy-Tenor, and Bass, 256. Songs of varied appeal for the adolescent voice. See No. 33.

290. Finney - A History of Music. Harcourt-Brace, 635. A comprehensive history from the Greeks to American Jazz.

291. Lake - American Symphonic Bandbook. American. This set of arrangements is made up of 43 separate books - a Conductor's Score and 42 separate parts. The pages are 9x12". The Conductor's Score is bound in boards, and the parts in paper covers. Each book contains the instrumentation for all ten selections.

Natural Science - Biology

292. Fitzpatrick, Horton - Biology. Houghton Mifflin, xiv+610+xiv. Seven units, each dealing with a specific principle, such as life functions. 38 chapters. Illus., some in colors.

293. Thomson - Biology for Everyman. (Ed. by Holmyard). Dutton. Vol. I, x+756. Vol. II, vi+757 to 1561. Suitable only for reference, not for basic text. Illus.

294. Walpole - Unit Studies in Biology. Lippincott, viii+312. Workbook type of manual. Unit plan a la Morrison. Tests, exercises, references, Illus.

Natural Science - Chemistry

295. Ames, Jaffe - Laboratory and Workbook Units in Chemistry. Silver, Burdett, xii+228. For use with Jaffe's New World of Chemistry. Punched for binder.

296. Brownlee, Hancock, Fuller, Schon, Whitsit - Laboratory Experiments in Chemistry. Allyn-Bacon, xvi+250. Designed to accompany First Principles of Chemistry. 95 experiments. Tables, lists of supplies, illus. Also in loose-leaf form. Teacher's manual.

297. Carpenter, Carleton - Comprehensive Units in Chemistry. Lippincott, xvi+420. Combined text, workbook, and laboratory manual. Morrison plan. Comprehensive mastery tests available. A few diagrams.

298. Dull - Chemistry Workbook. Holt, vii+348. A guide and laboratory manual. Punched for binder. Illus. Paper.

299. Gray, Sandifur - Interlinear Chemistry Manual. Houghton Mifflin, 1934, 224. To accompany Fundamentals of Chemistry. See No. 300.

300. Gray, Sandifur, Hanna - Fundamentals of Chemistry (Rev.). Houghton Mifflin, 1934, 664. Illus. See No. 299.

301. Holmyard - Chemistry for Beginners. (Dist. by Dutton in U.S.A.). x+223. An English text preparatory to be work of the School Certificate course. Illus.

302. Jaffe - New World of Chemistry. Silver, Burdett, xii+566+xxx. Emphasizes the "living-growing" nature of chemistry. Each chapter summarized: basic principles and questions. Many illus., industrial aspects emphasized. See Ames, Jaffe for manual.

303. McGill, Bradbury - Chemistry Guide and Laboratory Exercises. Lyons-Carnahan, ix+374. 16 units, 52 problems. Perforated and punched for binder. Illus. Paper. Unit and review tests available.

Natural Science - General Science

304. Boyer, Clark, Gordon, Shilling - A Learning Guide in General Science. Lyons-Carnahan, xvii+355. A manual. Each unit contains pretest, problem, applications, and some text material. Illus. Unit tests available.

305. Hunter, Whitman - March of Science. American. My Own Science Problems, (7th year). Science in Our Social Life, (8th year). Science in Our World of Progress, (9th year). Terrace plan, cyclic treatment, Morrison technique, varied materials, illus. Laboratory exercises, manuals, and keys.

306. Powers, Neuner, Bruner - A Survey of Science. Ginn. Man's Control of his Environment, 753. Third book of this junior high school series. Chief emphasis on control of physical and biological phenomena. Illus. Workbook.

307. Regenstein, Teeters - Science at Work. Rand McNally, xii+628. 17 units, each sub-divided into several problems. Exercises, activities, references, glossary, illus.

308. Webb, Beauchamp - Science by Observation and Experiment. Appleton-Century, 682. Equal emphasis on all branches. Training in observation and practical experimentation.

309. Weed, Rexford, Carroll - Useful Science for High School. Winston, xx+707. 16 units, 65 chapters, 182 experiments, 573 illustrations. Laboratory manual available.

See also: 12. Moseley.

Natural Science - Physics

310. Barrachough, Holmyard - Mechanics for Beginners. (Dist. by Dutton in U.S.A.). viii+214. Simplicity with accuracy. Illus.

Religious Education

311. The Christ-Life Series in Religion. (By Dom Virgil Michel and Dom Basil Stegmann of St. John's Abbey; and The Sisters of the Order of St. Dominic, Marywood, Grand Rapids). Macmillan. With Mother Church (Grade 7), 295. Through Christ Our Lord (Grade 8), 274. See No. 68.

Safety Education

312. Gentles, Betts - Habits for Safety. Bobbs-Merrill, 228. Discussions, exercises, checks, illus.

Social Studies - Civics

313. Broome, Adams - Conduct and Citizenship (Rev.). Macmillan, 428. Information about the structure and processes of government in the local community, the state, and the nation. Teaching and study helps have been added.

314. Carver, Adams, King, Bernard - Our Economic and Community Life. Winston, xviii+462. Has New York State Supplement by Skinner. Part I, Economics; Part II, Civics. Illus.

315. Crawford - Our Government Today. Holt, viii+354. A study of organization, problems, and policies. Charts and Illus.

316. Edmonson, Dondineau - Civics through Problems. Macmillan, 561. Gives information and provides practical outlets for applying the information. Pictures, charts, graphs, cartoons, and diagrams. Workbook.

317. Greenan, Meredith - Everyday Problems of American Democracy. Houghton Mifflin, xxv+506+xliv. Each chapter presents both sides of a controversial problem, also review questions, references, questions on references, research questions and topics. A few illus.

318. Hill - The Life and Work of the Citizen. Ginn, 637. Organized in four large units, sub-divided into chapters, each unit with a preview, questions, problems, things to do, projects, illus., and charts. Special edition for New York State.

319. Hughes - Building Citizenship. Allyn-Bacon, xxv+709+39. A one-year course for junior high school. May be had as two volumes: (1) Civic Training, and (2) Economic Citizenship. Teaching aids. Illus. Workbook and teacher's manual.

320. Hughes - Elementary Community Civics. Allyn-Bacon, xii+496+29. Varied learning exercises and teaching aids. Illus.

321. Hughes - Problems of American Democracy. Allyn-Bacon, xx+616+32. A problem course for the upper years. Topics for study, references, illus.

322. Lapp, Weaver - The Citizen and His Government. Silver, Burdett, viii+680+xxxii. Aims to describe government and to make the student feel his responsibility thereto. Questions on text, references, discussion topics, illus.

323. Magruder - American Government. Allyn-Bacon, xviii+724+52. Revised once a year. New chapter on the recovery program and its accomplishments. Workbook and teacher's manual. Illus.

324. Magruder - National Governments and International Relations. Allyn-Bacon, xiv+596+36. For grade 12. International relations studied especially with respect to the U. S. Teaching aids, illus. Accompanying course of study.

325. Reed - Form and Functions of American Government (2nd Ed.). World, xii+538. Historical approach. Appendices: Articles of Confederation, Constitution. Illus.

326. Young, Wright - Unified American Government. McGraw-Hill, 569. For advanced civics or American government in grade 11 or 12. One-semester edition.

Social Studies - Economics

327. Corbett, Herschkowitz - Modern Economics. Macmillan, 601. Today's economic scene is the background. Current economic problems are the practical applications of each principle.

328. Hughes - Fundamentals of Economics. Allyn-Bacon, xvi+507. Special subjects for study and report, references, illus.

329. Janzen, Stephenson - Everyday Economics. Silver, Burdett, 1934, xiii+510+xvii. The fundamental principles of our present economic life. Tests, problems, references, charts, illus. Workbook.
See also: 246. Friend.

314. Carver, Adams, King, Bernard.

Social Studies - Geography

330. Packard, Sinnott - Nations as Neighbors (2nd ed.). Macmillan, 673. Unified picture of the world community in its geographical give and take. Correlates history and geography. Maps, graphs, questions, problems, projects, and exercises.

331. Stull, Hatch - Our World To-Day. Allyn-Bacon, vi+704+20. May be had as two volumes: (a) Europe and Europe Overseas; (b) Asia, Latin America, United States. Teacher's manual and workbooks. See No. 72.

Social Studies - History

332. Adams, Vannest - The Record of America. Scribner's, xxiv+941. Eight units, 2 to 20 topics each. Many teaching aids. Illus.

333. Belloc - Shorter History of England (Sch. ed.). Macmillan, 674. The well-known work of Hilaire Belloc.

334. Breasted - Ancient Times (2nd ed.). Ginn, 823. Bibliographies, questions, colored maps. Illus.

335. Casner, Gabriel - Exploring American History (Enlarged ed.). Harcourt-Brace, 837. Last 200 pages rewritten and brought up to March 1935. Teacher's manual.

336. Coyle, Evans - Our American Heritage. McGraw-Hill. Vol. II. Complete Edition (Including Volumes I and II). For grades 7 and 8. From old-world struggles to the present era.

337. Hughes - The Making of Today's World. Allyn-Bacon, viii+806+25. World history from the point of view of an American citizen. Varied teaching aids, maps, illus., some in color.

338. Kaufmann - Modern Europe. Allyn-Bacon, xiii+600+55. Intended as companion volume to Father Betten's Ancient and Medieval History, an expansion of Betten and Kaufmann's Modern World. Maps, (mostly in color), illus.

339. Pahlow - Man's Achievement. Ginn. To the Age of Steam, 1934, xiv+740+xiv. The Age of Science and Democracy, 1935, xiii+778+xix. Two-year course in world history. Questions, things to do, reading lists, maps, illus.

340. Perret - Man's Work and World, A History of Industry. Heath, 601. For 10th or 11th year vocational, commercial, or other non-academic groups. Illus.

341. Rogers, Adams, Brown - Story of Nations. Holt, 1934, ix+625. A 1935 printing. Several changes of value. Illus.

342. Southworth-Southworth - American History. Iroquois, viii+457. "Complete edition," from discovery to the New Deal, inclusive. Five units, 14 chapters, Tables, maps, Illus.

343. Webster - Modern European Civilization. Heath, 846. Covers the period from 1789 to the end of 1934. New-type study aids. Illus. Exercise book.

344. West, West - Modern Progress. Allyn-Bacon, xviii+730+54. The second of a two-book series on world history. Follows the authors' Early Progress. Teaching aids, maps, illus. Workbook and teacher's manual.

345. West, West - The Story of Our Country. Allyn-Bacon, xii+587+60. Varied teaching aids, maps, illus., many in colors. Teacher's manual.

Social Studies - Sociology

346. Elliott, Merrill, Wright, Wright - Our Dynamic Society. Harper, viii+380. A study of the nature of social organization and disorganization, of the individual, of the family, and of the community. Questions, problems, references, illus.

Social Studies - Miscellaneous

347. Brainard, Zeleny - Problems of Our Times. McGraw-Hill. Vol. I - Fundamental National Issues, 199. Vol. III - International Issues, 224. Intended for all high school classes in current problems, problems of democracy, social and economic problems, etc.

348. Bidwell (Ed.). - American Primers. University. Cantor - Crime, 45. Crighton, Senturia - Business and Government, 48. Davis - Youth in the Depression, 48. DeNood - Jobs or the Dole, 54. Horne - The Farm Business, 60. Ogburn - You and Machines, 55. Pratt - Friends or Enemies?, 59. Rose, Horne - Money, 50. Senturia - Strikes, 54. A series of pamphlets presenting in non-technical language discussions of current issues. For use in school classes, adult education, and workers' groups. Illus.

See also: 36. Boog-Watson, Carruthers.

- 104. Shields, Wilson.
- 105. ZuTavern, Bullock.
- 157. Cooper, Fallon.
- 163. Hoffman, Wanger.
- 237. McAndrew.

COOPERATING PUBLISHERS

In the following list, the characteristic name of each publisher is underscored as used for the sake of brevity. Although not all of these publishers issued books in 1935, all responded to the Committee's request. All of them have furnished material for the Society's lists.

Allyn and Bacon, 50 Beacon Street, Boston, Massachusetts.
American Book Company, 88 Lexington Avenue, New York, N. Y.
D. Appleton-Century Company, 35 West 32nd Street, New York, N. Y.
P. Blakiston's Son and Company, 1012 Walnut Street, Philadelphia, Penna.
The Bobbs-Merrill Company, Indianapolis, Indiana.
The Bruce Publishing Company, 524-544 North Milwaukee Street, Milwaukee, Wisconsin.
The University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois.
Commercial Textbook Company, South Pasadena, California.
Doubleday, Doran and Company, Garden City, New York.
E. P. Dutton and Company, 286-302 Fourth Avenue, New York, N. Y.
Ginn and Company, 15 Ashburton Place, Boston, Massachusetts.
The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.
Harcourt, Brace and Company, 383 Madison Avenue, New York, N. Y.
Harper and Brothers, 49 East 33rd Street, New York, N. Y.
D. C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts.
Henry Holt and Company, 1 Park Avenue, New York, N. Y.
Houghton Mifflin Company, Boston, Massachusetts.
Iroquois Publishing Company, Syracuse, New York.
Laidlaw Brothers, 320 East 21st Street, Chicago, Illinois.
J. B. Lippincott Company, 1249-1257 South Wabash Avenue, Chicago, Illinois.
Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts.
Longmans, Green and Company, 114 Fifth Avenue, New York, N. Y.
Lyons and Carnahan, 2500 Prairie View Avenue, Chicago, Illinois.

The Macmillan Company, New York, N. Y.
McGraw-Hill Book Company, 330 West 42nd Street, New York, N. Y.
Charles E. Merrill Company, 381 Fourth Avenue, New York, N. Y.
Oxford University Press, 114 Fifth Avenue, New York, N. Y.
Prentice-Hall, Inc., 70 Fifth Avenue, New York, N. Y.
Rand McNally and Company, 536 South Clark Street, Chicago, Illinois.
The Ronald Press Company, 15 East 26th Street, New York, N. Y.
Row, Peterson and Company, Evanston, Illinois.
Benj. H. Sanborn and Company, 221 East 20th Street, New York, N. Y.
Scott, Foresman and Company, 623 South Wabash Avenue, Chicago, Illinois.
Charles Scribner's Sons, 597 Fifth Avenue, New York, N. Y.
Silver, Burdett and Company, 39 Division Street, Newark, New Jersey.
South-Western Publishing Company, 350 Mission Street, San Francisco,
California.
The University Publishing Company, 1126 Q. Street, Lincoln, Nebraska.
Harr Wagner Publishing Company, 609 Mission Street, San Francisco,
California.
Webster Publishing Company, 1808 Washington Avenue, St. Louis, Missouri.
John Wiley and Sons, 440 Fourth Avenue, New York, N. Y.
The John C. Winston Company, Winston Building, Philadelphia, Penna.
World Book Company, Yonkers-on-Hudson, New York.

SEVENTH ANNUAL CONFERENCE

Municipal Auditorium, St. Louis, Missouri

February 22 - 25, 1935

RELATING THE SCHOOL CURRICULUM TO THE COMMUNITY
Bess Goodykoontz, U.S. Office of Education, Presiding

I. Description of Noteworthy Practice (10 minutes each)

1. In Elementary Education

Laura Zirbes, Ohio State University
E. W. Jacobsen, Superintendent of Schools,
Oakland, California

Saturday
February 22
9:30 A.M.
Assembly
Hall No. 1
Municipal
Auditorium

2. In Secondary Education

Edgar Draper, University of Washington
John Parker, Director of Curriculum, Research and
Guidance, Ft. Worth, Texas

3. In Higher Education

Malcolm MacLean, Dean of General College,
University of Minnesota
G. Robert Koopman, Department of Public Instruction,
Lansing, Michigan

II. Aids to the Teacher (15 minutes each)

1. In Pamphlets and Other Enrichment Materials

Sam Everett, University of Illinois

2. In Motion Pictures and Radio

Edgar Dale, Ohio State University

III. General Discussion (30 minutes)

Group I. THE PLACE OF EVALUATION IN THE INSTRUCTIONAL PROGRAM
Ben Wood, Educational Records Bureau, Presiding

Saturday
February 22
2:00 P.M.
Assembly
Hall No. 1
Municipal
Auditorium

The Importance of Evaluation in a Program of Effective
Learning (20 minutes)

Ralph Tyler, Director of Evaluation in the 8-Year
Study, Progressive Education Association

Limitations, Illusions, and Dangers in the Evaluation
of Learning (20 minutes)

Jesse Newlon, Director, Lincoln School of
Teachers College

Panel Discussion: (75 minutes)

Margaret E. Bennett, Director of Guidance and Curriculum, Pasadena, California
 H. B. Bruner, Teachers College, Columbia University
 P. W. L. Cox, School of Education, New York University
 A. L. Eisenberg, Bureau of Jewish Education, Cincinnati, Ohio
 S. P. McCutchen, John Burroughs School, St. Louis
 J. R. Overturf, Deputy Superintendent of Schools, Sacramento, California
 Hilda Taba, Dalton School, New York City
 J. W. Wrightstone, Teachers College, Columbia University
 Claire Zyve, Fox Meadow School, Scarsdale, New York

Group II. INTEGRATION

Hollis Caswell, George Peabody College, Presiding

Report of the Society's Committee on Integration
(20 minutes)

L. Thomas Hopkins, Chairman, Lincoln School of Teachers College

A Critical Review of the Report (20 minutes)

Thomas H. Briggs, Teachers College, Columbia University

Integration from the Psychologist's Viewpoint (20 minutes)

Raymond H. Wheeler, University of Kansas

Saturday
February 22
2:00 P.M.
Assembly
Hall No. 2
Municipal
Auditorium

Panel Discussion: (60 minutes)

F. C. Ayer, University of Texas
 William H. Bristow, State Department of Public Instruction, Pennsylvania
 C. L. Cushman, Director of Research and Curriculum, Denver
 Harold Hand, Stanford University
 H. Gordon Hullfish, Dalton School, New York City
 Grayson N. Kefauver, Stanford University
 R. D. Lindquist, University School, Ohio State University
 J. L. Meriam, University of California at Los Angeles

CONFERENCE ON STATE CURRICULUM PROGRAM

Fred C. Ayer, The University of Texas, Presiding

Monday
February 24
9:00 A.M.
Assembly
Hall No. 2
Municipal
Auditorium

PRACTICAL POSSIBILITIES AND LIMITATIONS IN STATE CURRICULUM PROGRAMS

1. State Uniformity vs Local Adaptation (20 minutes)
 F. W. Stemple, West Virginia University
 General Discussion (10 minutes)
2. Possibilities and Limitations of the Teacher's Contribution (20 minutes)
 Doak S. Campbell, George Peabody College
 General Discussion (10 minutes)
3. Possibilities and Limitations in Integration (20 minutes)
 Ernest Horn, The University of Iowa
4. General Discussion of the Above or Other State Problems (30 minutes)

Joint Session with The American Educational Research Association W. W. Charters, Ohio State University, Presiding	Tuesday February 25 9:30 A.M. Assembly Hall No. 4 Municipal Auditorium
The Relation between Education and the Use of Human Resources Harold F. Clark, Professor of Education, Teachers College, Columbia University, New York, New York	
Some Difficulties Involved in Constructing Curriculum Materials in Socio-Economic Areas H. B. Bruner, Professor of Education, Teachers College, Columbia University, New York, New York	
Changing Traditional Junior High School Subjects into an Activity Curriculum Junius L. Meriam, Professor of Education, University of California, Los Angeles, California	
The Research Procedure in Fundamental Re-Building of the Curriculum Hollis L. Caswell, Professor of Education, Division of Surveys and Field Studies, George Peabody College for Teachers, Nashville, Tennessee	
The Relation of the Curriculum to the Textbook B. R. Buckingham, Editorial Department, Ginn and Company, Boston, Massachusetts	

The Saturday program was formulated by I. Keith Tyler of Ohio State University. The Monday morning program was arranged by Fred C. Ayer of the University of Texas.

COMMITTEE MEETINGS

The Executive Committee will meet for luncheon immediately after the Saturday Morning session at the Jefferson Hotel. Chairman, Henry Harap.

The Editorial Board of BUILDING AMERICA will meet for luncheon on Wednesday, February 26th. Time and place to be announced. Chairman, Paul Hanna.

The Membership Committee will meet at a time and place to be announced in the loose program. Chairman, R. D. Russell.